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ABSTRACT

Recent bachelor's degree recipients from the University of Maryland at College Park (UMCP) were surveyed approximately 1 year after graduation. Surveys of those who received their degrees in summer or fall 1986 or spring 1987 were primarily concerned with education, employment, and evaluation of experiences at UMCP. The information is presented under the headings of demographic data, financial aid, educational activities and plans, employment, teacher certification, other concerns, and evaluation of educational experiences. Some of the highlights of the survey results are: 55% of respondents reported receiving one or more type of financial aid; 81% planned to earn a higher degree or graduate certificate; 34% had re-enrolled in postsecondary institutions; 82% were employed full time and 9% were employed part time; 55% indicated they would major in the same undergraduate field again; 68% said that if they were to do it again, they would attend UMCP for their undergraduate education; and 90% rated their satisfaction with the library as good or excellent. A questionnaire for recent alumni and a letter from the Chancellor of the University of Maryland asking for participation in the survey are appended. Contains 61 tables and 1 reference. (SM)

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ANALYSIS OF THE SURVEY OF 1986-87 BACHELOR'S DEGREE RECIPIENTS

AUGUST 1989

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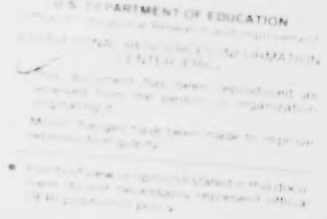

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Analysis of the Survey of 1986-87

Bachelor's Degree Recipients

Summary

Recent bachelor's degree recipients from the University of Maryland at College Park (UMCP) were surveyed approximately one year after graduation. Surveys to those who received their degrees in Summer or Fall 1986 or Spring 1987 were primarily concerned with education, employment, and evaluation of experiences at UMCP. Surveys were mailed in July 1988 to 5,400 graduates whose addresses were available. A second mailing in September 1988 resulted in a return rate of 46.7 percent for deliverable surveys. Because of probable nonresponse bias, survey results represent the views of the respondents rather than of the survey population. The following are some of the highlights of the survey results:

- Fifty-five percent of respondents reported receiving one or more type of financial aid.
- Eighty-one percent of respondents planned to earn a higher degree or a graduate certificate.
- Thirty-four percent of respondents had re-enrolled in postsecondary institutions.
- Sixty-eight percent of respondents who had re-enrolled in a college, university, graduate school, or professional school rated their preparation for graduate or professional study as good or excellent.
- Eighty-two percent of respondents were employed full time and nine percent were employed part time. Six percent were not employed and not seeking employment. Three percent were unemployed.
- The median annual salary range for full-time employees was $21,000 to $23,999. The median range was lower for women ($21,000 to $23,999)

than for men ($24,000 to $26,999).

- Fifty-nine percent of full-time employed respondents rated their job preparation as good or excellent.
- Eleven percent of respondents were certified to teach or qualified for certification. Six and one half percent of respondents were certified to teach at the time of the survey.
- Fifty-five percent of respondents indicated that they would major in the same undergraduate field again.
- Sixty-eight percent of respondents indicated that, if they were to do it over, they would attend UMCP for their undergraduate education.
- Ninety percent of respondents rated their satisfaction with the library as good or excellent.

Analysis of the Survey of 1986-87

Bachelor's Degree Recipients

In July 1988, the Maryland Higher Education Commission (MHEC) surveyed students who received bachelor's degrees from the University of Maryland at College Park (UMCP) and from other Maryland universities and colleges. Students were surveyed who graduated between August 1986 and July 1987. The survey focused on respondents' evaluations of their educational experiences while earning their bachelor's degrees, plans for furthering their education, employment status, and teacher certification status. This is the eighth consecutive year that a survey of recent graduates has been conducted by MHEC (formerly the State Board for Higher Education). The present survey (see Appendix A) stems from an instrument developed by the National Center for Higher Education Management Systems and by the College Board.

The survey was originally mailed to UMCP graduates in July 1988. A letter from former Chancellor John B. Slaughter accompanied the survey. (See Appendix B.) Although there were 5,570 degree recipients in 1986-87, only 5,400 addresses were available. Of these, 175 surveys were undeliverable. A second copy of the survey was mailed in September 1988. The data file was completed early in 1989.

The total response rate for UMCP graduates was 2,440 of 5,225 (46.7%). Of the 2,440 respondents, 30 indicated that they had not graduated in the 1986-87 period. Their responses are excluded from the survey results. Thus the final number of respondents was 2,410.

The survey results are subject to nonresponse bias and bias in the cases for which addresses were or were not available. Because of these biases, the results reported here represent the views of the respondents rather than of the survey population.

This report analyzes the responses of those respondents who graduated from UMCP. The report is separated into seven sections: (1) demographic information, (2) financial aid, (3) educational activities and plans, (4) employment, (5) teacher certification, (6) other concerns, and (7) evaluation of educational experiences. Many of the items are analyzed by gender, by racial/ethnic group, and by college. The college is that to which the respondent's major is currently assigned.

Survey Results

Demographic Information

Respondent's gender, racial/ethnic group, college, and age. The respondent group was compared with the bachelor's degree recipients at UMCP for 1986-87. Table 1 indicates that women were somewhat overrepresented among survey respondents. The distributions by racial/ethnic group were very similar for respondents and for all graduates. Although the distribution by college of respondents was similar to the distribution by college of all graduates, Human Ecology was slightly overrepresented among respondents. Arts and Humanities, Behavioral and Social Sciences, and Undergraduate Studies were slightly underrepresented among respondents. (See Table 2.) As indicated in Table 3, 63 percent of respondents were between 19 and 24 years of age. The median age was 24 years.

Transfer status and time to graduation. Forty-eight percent of respondents indicated that they had transferred to UMCP. (See Table 4.) Of the transfer students, 43 percent were from out-of-state institutions and 41 percent were from Maryland community or junior colleges. Although nearly 39 percent of the respondents indicated that they had attended UMCP for four years, about 38 percent had attended UMCP for less than four years, and about 24 percent had attended UMCP for more than four years. (See Table 5.)

Residence patterns. At initial enrollment, 80 percent of respondents were Maryland residents. (See Table 6.) Of respondents currently residing in Maryland, 91 percent were Maryland residents at enrollment. Approximately one year after graduation, 72 percent of respondents were Maryland residents. (See Table 7.) Approximately 13 percent lived in the District of Columbia or in neighboring states. Among current Maryland residents, 69 percent lived in

suburbs of the District of Columbia; 22 percent lived in the Baltimore metropolitan area. (See Table 8.)

Financial Aid

Table 9 indicates the types of financial aid received by respondents, by gender. Note that respondents were instructed to choose all types of aid that they had received. Fifty-five percent of respondents (52% of women, 57% of men) reported receiving one or more type of financial aid. The most common type of aid for both women and men was Federal Guaranteed Student Loans or Guaranteed Parental Loans (55% of women; 58% of men). Pell Grants and "other state scholarships or grants" were the next most common forms of aid, each indicated by about 26 percent of respondents. There were differences by gender in the types of aid received. For example, somewhat larger percentages of women than of men who indicated a type of aid had received a Maryland Distinguished Scholarship Award, a college scholarship or grant, or an "other source of financial aid." Larger percentages of men than of women who indicated a type of aid had received a Federal Guaranteed Student Loan or Guaranteed Parental Loan, or V. A. benefits.

Table 10 presents the types of financial aid received, by racial/ethnic group. Blacks and Hispanics had the largest percentages reporting that they had received one or more type of financial aid (73% of Blacks; 72% of Hispanics). Among groups with five or more respondents, there were differences in the types of aid indicated. Among Asian respondents, Pell Grants were the most frequently reported type of aid (63% of cases). Among black, Hispanic, white, and "other" respondents, Federal Guaranteed Student Loans/Guaranteed Parental Loans were most frequently indicated (57% of Blacks; 54% of Hispanics; 57% of Whites; 47% of "others") by those who indicated a type of aid.

Table 11 presents the total amount of aid received in scholarships, grants, and V.A. benefits, by gender and by racial/ethnic group. Approximately one half of the respondents indicated that they had received these forms of financial aid. The median amount of these forms of aid received by those who reported receiving aid was $4,000 to $4,999. The percentages receiving aid and the amounts of aid received differed very little by gender. Among racial/ethnic groups with more than five respondents, Blacks had the highest percentage (72%) and Whites had the lowest percentage (48%) who reported receiving these forms of aid.

Amount of loans outstanding. Table 12 indicates the amount of education loans outstanding at graduation, by gender and by racial/ethnic group. Fifty-seven percent of respondents reported that they had no outstanding education loans at graduation in contrast with fifty-two percent of the respondents to the previous year's survey (Office of Institutional Studies, 1988). A larger percentage of women respondents than of men reported having no outstanding loans (59% of women, 54% of men). The amounts owed were similar for men and women. The median amount owed was $4,500 to $5,999. Among racial/ethnic groups, Blacks had the largest percentage reporting outstanding education loans at graduation (56%). However, this percentage for Blacks was considerably lower than that reported on the previous year's survey (72%).

Respondents were asked to indicate whether they would have been able to complete their degree without the financial aid that they received. (See Table 13.) Among those who received financial aid, 32 percent indicated that they would have been able to complete their degree without major financial hardship if they had not received financial aid. Approximately 30 percent could have completed the degree with major financial hardship, and 39 percent could not have completed the degree. A larger percentage of women than of men

(43% of women; 34% of men) reported that they could not have completed the degree. Among racial/ethnic groups with five or more respondents who reported receiving financial aid, the groups with the smallest percentages able to complete the degree without major financial hardship were Blacks (26%) and "others" (27%).

Educational Activities and Plans

Among all respondents, 81 percent planned to earn a higher degree or graduate certificate, including 80 percent of women and 82 percent of men. (See Table 14.) The types of degree or certificate planned differed somewhat by gender--56% of women and 52% of men planned to obtain a master's degree; 9 percent of women and 14 percent of men planned to obtain a professional degree. Among racial-ethnic groups with more than five respondents, Whites had the lowest percentage who planned to earn a higher degree or graduate certificate (79%), followed by Hispanics (89%), Asians and "others" (91%), and Blacks (92%).

Table 15 presents the percentages of respondents who planned to earn a higher degree or graduate certificate by college. Ninety-two percent of respondents from Life Sciences and 91 percent from Education planned to earn a higher degree. Undergraduate Studies and Human Ecology had the lowest percentages of respondents who planned to earn a higher degree or graduate certificate (approximately 68% of respondents from each college).

Re-enrollment. Thirty-four percent of all respondents indicated that they had re-enrolled in a postsecondary institution. (See Table 16.) A somewhat larger percentage of men than of women had re-enrolled (36% of men, 33% of women.) Forty-eight percent of "others" and 43 percent of Asians had re-enrolled, as had 39 percent of Hispanics, 34 percent of Whites, 29 percent of Blacks, and neither of the two American Indian respondents. The college

with the largest percentage of re-enrolled respondents was Life Sciences (67%). (See Table 17.) The college with the smallest percentage of re-enrolled respondents was Business and Management (19%).

Among respondents who had re-enrolled, nearly 86 percent attended a college, university, graduate school, or professional school. (See Table 18.) Eleven percent attended a community or junior college, and 4 percent attended a special school (i.e., a vocational/technical school, hospital school of nursing, trade school, or business school). The types of institutions attended differed by college. For example, 14 percent of re-enrolled respondents from Physical Education, Recreation, and Health attended special schools, and none of the re-enrolled respondents from six of the colleges (Agriculture; Architecture; Computer, Mathematical, and Physical Sciences; Education; Engineering; and Life Sciences) did so. Three of the eight (38%) re-enrolled respondents from Architecture attended community or junior colleges. Finally, 99 percent of re-enrolled respondents from Life Sciences and 98 percent from Computer, Mathematical, and Physical Sciences attended colleges, universities, graduate schools, or professional schools.

Degrees or certificates sought. Table 19 presents the degrees or certificates sought by re-enrolled respondents at the first institution that they attended after college, by gender and by racial/ethnic group. Seventy-nine percent of re-enrolled respondents were seeking a degree or certificate. Of re-enrolled students, men were seeking a larger percentage of professional degrees in medicine and law than women were. Among all groups, the most frequently sought degree was the master's degree. Among members of racial/ethnic groups who had re-enrolled, 91 percent of "others," 81 percent of Blacks and of Hispanics, 79 percents of Whites, and about 74 percent of Asians reported seeking a degree or certificate.

The relationship between current major and undergraduate major differed by college. (See Table 20.) In Architecture and in Engineering, 56 percent of re-enrolled respondents were in the same major, but no respondents from Physical Education, Recreation, and Health were enrolled in the same major as at UMCP.

Preparation for graduate or professional study. Among re-enrolled respondents who first enrolled in a college, university, graduate school, or professional school, 49 percent rated their preparation for graduate or professional study as good. (See Table 21.) Nineteen percent rated their preparation as excellent, 27 percent as adequate, and 5 percent as inadequate. Among racial/ethnic groups with five or more respondents, 30 percent of "others," 22 percent of Hispanics, and 20 percent of Whites rated their preparation as excellent.

Table 22 presents ratings of the adequacy of preparation for graduate or professional school by college. As in the previous year's survey, the college with the largest percentage of responses of excellent was Computer, Mathematical, and Physical Sciences.

Employment

Respondents reported their current employment status as employed full time, employed part time, not employed but seeking employment (hereinafter referred to as unemployed), and not employed and not seeking employment. As shown in Table 23, 82 percent of respondents were employed full time, and 9 percent were employed part time. Three percent were unemployed, and 6 percent were not employed and not seeking employment. These percentages differed slightly by gender. A higher percentage of men than of women were employed full time; higher percentages of women than of men were employed part time or unemployed. Among the racial/ethnic groups, the percentages of full-time

employees varied from 100 percent for American Indians (two cases) to 61 percent for "others." (However, as shown in Table 16, "others" had the highest percentages of respondents who had re-enrolled in school.) The unemployment rates were 9 percent for "others" (two cases), 8 percent for Asians, 4 percent for Blacks and Hispanics, 3 percent for Whites, and zero for the two American Indian respondents.

Current employment status by college is shown in Table 24. The highest rate of full-time employment was reported by respondents from Business and Management (92%). The largest percentage not employed and not seeking employment was reported by respondents from Life Sciences (35%). (Note that 67 percent of respondents from Life Sciences had re-enrolled in school--see Table 17.) Unemployment rates were highest for respondents from Human Ecology (6%). There was no unemployment reported by respondents from Agriculture, Architecture, or Physical Education, Recreation, and Health.

The most frequently cited sources of a job for the respondents employed full time were direct application to employer and newspaper advertisements (18% each). (See Table 25.) The college placement or career development office was most instrumental in finding a job for 11 percent of respondents.

By far the most common type of employer of those respondents employed full time was a private business or company (63% of responses). (See Table 26.) All government agencies, including public schools, accounted for 22 percent of employers. Most full-time employed respondents worked in Maryland (55%). (See Table 27.) Fourteen percent worked in the District of Columbia and 16 percent worked in Northern Virginia or another neighboring state.

Occupational categories. Table 28 presents the distribution of full-time employed respondents among 24 occupational categories, by gender. Note that the occupational categories were revised for the survey of 1986-87 graduates. In particular, the category "administrative assistant" was added as a

professional category. The largest percentage of respondents employed full time were employed as accountants, financial analysts, bankers, brokers, and claims adjusters (13%). Twelve percent of respondents employed full time were engineers and architects. Among women, the largest occupational categories were accountants, financial analysts, bankers, brokers, and claims adjusters (12%), and teachers (10%). Among men, 19 percent were employed as engineers and architects, and 14 percent as accountants, financial analysts, bankers, brokers, and claims adjusters.

Table 29 presents occupational data for white and for black respondents who were employed full time. Among Whites, the largest percentages of respondents were employed as accountants, financial analysts, bankers, brokers, and claims adjusters, or as engineers and architects (12% each). Among black full-time employed respondents, 20 percent were accountants, financial analysts, bankers, brokers or claims adjusters, and 10 percent were administrative assistants. In the previous year's survey (Office of Institutional Studies, 1988) 11 percent of Blacks were employed full time in secretarial or clerical occupations. With the addition of the category of administrative assistant in the 1986-87 survey, only 4 percent of full-time employed Blacks reported working in secretarial or clerical occupations.

Of the occupational categories listed in Tables 28 and 29, all except Armed Forces; secretary/clerical occupation; skilled craftsworker; and service worker/sales clerk/laborer/unskilled worker/machine operator/driver are classified as professional occupations. Table 30 presents the distribution of occupations among professional and nonprofessional occupations and the Armed Forces, by gender and by racial/ethnic group for respondents employed full time. Ninety-four percent of the occupations were classified as professional, 4 percent as nonprofessional, and 1 percent as part of the Armed Forces. Women had smaller percentages employed in the Armed Forces and a larger

percentage employed in nonprofessional occupations than men did. Ninety-four percent of both men and women were employed in professional positions. For the larger racial/ethnic groups, the percentages of full-time employed respondents in professional occupations ranged from 98 percent for Asians to 92 percent for "others."

Median annual salary ranges. Respondents were asked to indicate the salary range containing their annual salary. Table 31 presents the median annual salary ranges of respondents employed full time, by gender and by racial/ethnic group. The median annual salary range was $21,000 to $23,999. Men's median annual salary range ($24,000 to $26,999) was one range higher than women's ($21,000 to $23,999). Among the larger racial/ethnic groups, Asians had the highest median annual salary range ($24,000 to $26,999); Blacks, Hispanics, Whites, and "others" had a median annual salary range of $21,000 to $23,999.

Table 32 presents the median annual salary ranges of women and of men who were employed full time, by racial/ethnic group. For each racial/ethnic group, women's median annual salary range was less than men's.

Table 33 presents the median annual salary ranges of full-time employed respondents, by college and gender. The college with the highest median annual salary range ($30,000 to $34,999) was Engineering. Agriculture and Physical Education, Recreation, and Health had the lowest median annual salary range ($15,000 to $17,999).

Comparing the median annual salary ranges of women and men by college, men's median ranges were higher than women's in 6 of the 12 colleges[1] and

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[1]Architecture is omitted because only one woman was included from this college. For two of the six colleges, men's median range was between two ranges. In these two cases, men's median range was at least marginally higher than women's.

equal to women's in 6 colleges.[2] The units for which the median annual salary ranges were equal for men and women are Arts and Humanities; Computer, Mathematical, and Physical Sciences; Engineering; Journalism; Life Sciences; and Physical Education, Recreation, and Health.

Table 34 presents the median annual salary ranges of white and of black respondents employed full time, by college. For the nine colleges in which there were at least three white and three black respondents, Whites' median ranges were higher than Blacks' in two colleges, equal to Blacks' in four others, and less than Blacks' in three colleges.

Table 35 presents the median annual salary range of respondents employed full time in 24 occupational categories, by gender. The occupational category with the highest median range ($30,000 to $34,999) was engineer/architect. The professional categories with the lowest median range ($15,000 to $17,999) were health technician, recreation worker, and social worker. Considering the 21 categories for which there were at least three female and three male respondents, men's median ranges were higher than women's in 12 categories, equal to women's in 7, and lower than women's in 2 categories.

The median annual salary ranges for professional and for nonprofessional occupations were $21,000 to $23,999 and $15,000 to $17,999, respectively. (See Table 35.) The median ranges for professional occupations were higher for men than for women; the median ranges for nonprofessional occupations were equal for men and for women.

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[2]For one of the six colleges, men's median range was between two ranges; women's median range was between two ranges for two of the six colleges. In these cases, men's median range was at least marginally higher than women's in two colleges; women's median range was at least marginally higher than men's in one college.

Relationship of job to major. Table 36 presents the relationship between the current full-time job of respondents and their undergraduate major, by gender and by racial/ethnic group. Fifty percent of all jobs were considered directly related, 32 percent somewhat related, and 18 percent not related to the undergraduate major. Women reported a slightly higher proportion of jobs that were unrelated to the undergraduate major than men did. Among racial/ethnic groups, "others" and Blacks had the highest proportions of jobs unrelated to their majors (50% and 23% respectively).

There was great variability among respondents from different units in the relationship between their full-time jobs and undergraduate majors. (See Table 37.) All 10 of the respondents from Architecture reported that their jobs and majors were directly related, whereas only 22 percent of respondents from Behavioral and Social Sciences and 24 percent of respondents from Undergraduate Studies did so.

Adequacy of preparation for job. Finally, Table 38 gives the full-time employed respondents' rating of the adequacy of their preparation for their current job, by college. Overall, 14 percent rated their preparation as excellent, 45 percent as good, 28 percent as adequate, and 6 percent as inadequate. Seven percent of respondents were uncertain about the adequacy of preparation for their jobs. The colleges with the largest percentage of excellent ratings were Architecture (30%) and Computer, Mathematical, and Physical Sciences (29%). Physical Education, Recreation, and Health received the largest percentage of ratings of inadequate (19%).

Teacher Certification

Six and one half percent of survey respondents were certified to teach, including 10 percent of women and 3 percent of men. (See Table 39.) Another 5 percent of both women and men were not certified but were qualified to be

certified. Among the larger racial/ethnic groups, 4 percent of Hispanics were certified, as were 6 percent of Asian and of Black respondents, 7 percent of Whites, and 9 percent of "others."

Respondents who were certified were asked to indicate all of the areas in which they were certified. (See Table 40.) The most frequently cited individual areas were elementary education (30%) and mathematics (14%).

Those respondents who were certified to teach but who were not teaching were asked to indicate their reasons for not teaching. Respondents were instructed to choose as many reasons as apply. The reasons are indicated in Table 41, by gender. Of the women who were certified to teach, 47 indicated reasons for not teaching. Of the men who were certified to teach, 21 indicated reasons for not teaching. The reason selected by nearly half of the 68 respondents was that they chose not to enter the job market. Other individual reasons chosen by 10 or more of the respondents were not being able to find a job as a teacher, finding a job with better career potential, working conditions not being attractive, and being discouraged by discipline problems.

Other Concerns

Choice of major. Respondents were asked to indicate whether they would choose the same undergraduate major, if they had the opportunity to make the choice again. (See Table 42.) Fifty-five percent of respondents indicated that they would choose the same major, 23 percent were unsure, and 21 percent would not do so. Larger percentages of men than of women would choose the same major again (60% of men; 51% of women). Among the larger racial/ethnic groups, Hispanics and "others" had the largest percentage (65%) who indicated that they would choose the same major, and Blacks had the smallest percentage (48%) who would do so.

Responses to this question varied by college, as shown in Table 43. Seventy-four percent of respondents from Engineering and only 28 percent of respondents from Undergraduate Studies would choose the same major. Responses also varied by the employment status of the respondent. (See Table 44.) Those who were unemployed had the smallest percentage (42%) who would choose the same major; those who were not employed and not seeking employment had the largest percentage (59%) who would do so.

Choice of institution. Respondents were also asked to indicate whether, given the opportunity, they would attend UMCP again for undergraduate study. Sixty-eight percent of respondents said that they would choose UMCP again, 23 percent said that they were not sure, and 9 percent said that they would not do so. (See Table 45.) There was little difference by gender in the responses. Asian respondents had the smallest percentage (46%) and Hispanics the largest percentage (72%) who said that they would attend UMCP again. A large percentage of Asian respondents (41%) were not sure whether they would attend UMCP again for undergraduate study.

As Table 46 indicates, respondents differed somewhat by college in the percentages who said that they would attend UMCP again for undergraduate study. Human Ecology, Business and Management, Behavioral and Social Sciences, and Engineering had the largest percentages who would choose UMCP again (75% to 73%), and Architecture had the smallest percentage (44%).

Evaluation of Educational Experiences

In addition to the items addressed to all respondents, UMCP respondents were given items specific to UMCP. The first two of these items were related to aspects of the learning environment. As indicated in Table 47, 85 percent of respondents agreed that opportunities to pursue special interests in one's field were provided. Eighty-nine percent of respondents agreed that subject

matter represented the current state of knowledge, including 40 percent who strongly agreed with this statement.

Instructional resources. Respondents were asked to rate their satisfaction with the instructional resources at UMCP. (See Table 48.) The library received the highest ratings, with 90 percent of the ratings being either good or excellent; 44 percent of the library's ratings were excellent. The other instructional resources received the following percentages of good or excellent ratings: theater/performance halls--87 percent; media production facilities--78 percent; computing facilities--62 percent; and classroom and laboratory space, and laboratory equipment--57 percent each. The only change of more than 1 percent between these ratings and the results of last year's survey (Office of Institutional Studies, 1988) was an increase of 4 percent in the good or excellent ratings for computer facilities.

Experience at UMCP in selected areas. Seven selected areas were rated by respondents. (See Table 49.) The percentages of good or excellent ratings received were as follows: opportunity to participate in campus activities --83 percent; support services (e.g., tutoring, health services, recreation) --74 percent; educational value of campuswide course requirements--68 percent; opportunity to develop computer skills--53 percent; campus-based career counseling--43 percent; registration process--39 percent; and academic advising--approximately 38 percent.

Evaluation of major department. Respondents were asked to indicate the extent of their agreement with four statements about their major department. Tables 50 through 53 present respondents' levels of agreement with each statement, by college.

As shown in Table 50, 84 percent of respondents agreed that different intellectual points of view were encouraged in their department. Eighty-three percent of respondents agreed that they would advise a friend with similar

interests to study in the department. (See Table 51.) Approximately eighty-four percent of respondents agreed that faculty members in their department prepared carefully for their courses. (See Table 52.) Approximately seventy-two percent of respondents agreed that their major department was a stimulating and exciting place for students to study. (See Table 53.)

Value of aspects of undergraduate experience as preparation for work. The final set of survey items asked respondents to rate the value of seven aspects of their undergraduate experience as preparation for their present work. (See Tables 54 through 60 for the evaluations, by college.) The overall percentages of ratings of considerable value or of very great value for each item were as follows: required courses in department--approximately 66 percent (Table 54); elective courses in department--65 percent (Table 55); department's standards of excellence for work in the field--66 percent (Table 56); technical skills learned in course work or independent study--66 percent (Table 57); knowledge gained in course work or independent study--75 percent (Table 58); internship or cooperative education--70 percent (Table 59); and summer employment--62 percent (Table 60).

Summary of ratings. Table 61 presents a summary, by college, of the percentages of respondents who responded positively to the survey items concerning the evaluation of one's major department and the value of aspects of undergraduate experience as preparation for work. These are Items 41 to 44 and 52 to 58.

Agriculture had the largest percentage of positive ratings for Item 43--Faculty members prepared carefully for their courses.

Architecture received the largest percentage of positive ratings for 4 of the 11 items. These include the following:

Item 41--Different intellectual points of view were encouraged.

Item 44--The department was a stimulating and exciting place for students to study.

Item 52--Value of required courses in the department as preparation for their present work.

Item 56--Value of knowledge gained in course work or independent study as preparation for their present work.

Architecture received the smallest percentage of positive ratings for the following items:

Item 43--Faculty members prepared carefully for their courses.[3]

Item 57--Value of internship or coopertive education as preparation for their present work.

Arts and Humanities received the smallest percentage of positive ratings for Item 58--Value of summer employment as preparation for their present work.

Behavioral and Social Sciences had the smallest percentage of positive responses for Item 52--Value of required courses in department as preparation for their present work.

Business and Management had the largest percentage of positive responses for Item 42--I would advise a friend with similar interests to study in the department.

Computer, Mathematical, and Physical Sciences had the largest percentage of positive responses for three items, and the smallest percentage of positive responses for three others. The three items receiving highly positive ratings are the following:

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[3]Tied with Computer, Mathematical, and Physical Sciences and with Undergraduate Studies.

Item 53--Value of elective courses in the department as preparation for their present work.[4]

Item 54--Value of department's standards of excellence for work in the field as preparation for their present work.

Item 55--Value of technical skills learned in course work or independent study as preparation for their present work.

The three items for which Computer, Mathematical, and Physical Sciences received relatively small proportions of positive responses are the following:

Item 41--Different intellectual points of view were encouraged.[5]

Item 43--Faculty members prepared carefully for their courses.[6]

Item 44--The department was a stimulating and exciting place for students to study.

Education had the largest percentage of positive responses to Item 57--Value of internship or cooperative education as preparation for their present work--and the smallest percentage of positive responses to Item 41--Different intellectual points of view were encouraged.[7]

Engineering had the largest proportion of positive responses to Item 53--Value of elective courses in department as preparation for their present work.[8]

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[4]Tied with Engineering and with Physical Education, Recreation, and Health.

[5]Tied with Education.

[6]Tied with Architecture and Undergraduate Studies.

[7]Tied with Computer, Mathematical, and Physical Sciences.

[8]Tied with Computer, Mathematical, and Physical Sciences and with Physical Education, Recreation, and Health.

Human Ecology had the smallest proportion of positive responses to Item 42--I would advise a friend with similar interests to study in the department.

Life Sciences had the largest proportion of positive responses to Item 58--Value of summer employment as preparation for their present work--and the smallest proportion of positive responsess to Item 53--Value of elective courses in department as preparation for their present work.

Physical Education, Recreation, and Health had the largest proportion of positive responses to Item 53--Value of elective courses in department as preparation for their present work.[9] In addition this college had the smallest proportions of positive responses to two items:

Item 55--Value of technical skills learned in course work or independent study as preparation for their present work.

Item 56--Value of knowledge gained in course work or independent study as preparation for their present work.

Finally, Undergraduate Studies had the smallest proportions of positive responses to two items:

Item 43--Faculty members prepared carefully for their courses.[10]

Item 54--Value of department's standards of excellence for work in the field as preparation for their present work.

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[9]Tied with Computer, Mathematical, and Physical Sciences and with Engineering.

[10]Tied with Architecture and Computer, Mathematical, and Physical Sciences.

TABLES

Table 1

Comparison Between Respondents and All Graduates in Terms of Gender and Racial/Ethnic Group

	Respondents		All Graduates	
Gender	N	Percent	N	Percent
Female	1,254	52.3%	2,732	49.0%
Male	1,142	47.7	2,838	51.0
Total	2,396	100.0%	5,570	100.0%
Racial/Ethnic Group[a,b]				
American Indian	2	0.1	12	0.2
Asian	121	5.1	317	5.7
Black	127	5.3	326	5.9
Hispanic	54	2.3	122	2.2
White	2,065	86.3	4,626	83.6
Other	23	1.0	--	--
Foreign	--	--	130	2.3
Total	2,392	100.0%	5,533	100.0%

Note. In this table and the following tables, total percentages may not add to 100 percent due to rounding.

[a]Those with unknown race are excluded.

[b]Survey respondents' citizenship status is not known; therefore, foreign students are included among the other racial/ethnic groups for respondents. Foreign students are excluded from the other racial/ethnic groups for all graduates.

Table 2

Comparison Between Respondents and All Graduates in Terms of College

College	Respondents N	Respondents Percent	All Graduates N	All Graduates Percent
Agriculture	53	2.3%	106	1.9%
Architecture	16	0.7	41	0.7
Arts and Humanities	267	11.4	692	12.4
Behavioral and Social Sciences	415	17.8	1,064	19.1
Business and Management	449	19.2	1,057	19.0
Computer, Mathematical, and Physical Sciences	133	5.7	340	6.1
Education	151	6.5	353	6.3
Engineering	320	13.7	744	13.4
Human Ecology	126	5.4	175	3.1
Journalism	102	4.4	256	4.6
Life Sciences	111	4.8	247	4.4
Physical Education, Recreation, and Health	46	2.0	102	1.8
Undergraduate Studies[a]	144	6.2	393	7.1
Total[b]	2,333	100.0%	5,570	100.0%

[a]Students in Undergraduate Studies do not have a college affiliation.

[b]The college was not identified for 77 survey respondents.

Table 3

Age[a] of Respondents, by Intervals

Age	N	Percent
19 to 24 Years	1,452	63.1%
25 to 29 Years	637	27.7
30 to 39 Years	160	7.0
40 Years and Over	53	2.3
All Ages	2,302	100.0%

[a]Median age was 24 years.

Table 4

Origins of Transfer Students

Institution	N	Percent
Maryland Community or Junior College	469	41.1%
University of Maryland Campus	99	8.7
Other Maryland Public Institution	54	4.7
Maryland Private Institution	28	2.5
Out-of-State Community College	74	6.5
Out-of-State Four-Year Institution	416	36.5
Total	1,140	100.0%

Note. Forty-eight percent of respondents indicated that they had transferred to UMCP.

Table 5

Length of Time Respondent Attended UMCP

Attendance	N	Percent
One Term	2	0.1%
One Year	34	1.4
Two Years	376	15.7
Three Years	490	20.4
Four Years	932	38.8
Five Years	404	16.8
Six Years	88	3.7
More Than Six Years	74	3.1
Total	2,400	100.0%

Table 6

Residence at First Enrollment, by Current Residence

Current Residence	N	Maryland Resident at Enrollment	
		Yes	No
Maryland	1,718	91.3%	8.7%
District of Columbia	44	59.1	40.9
Northern Virginia Suburbs of DC	77	67.5	32.5
Neighboring State (DE, NJ, PA, WV, other VA)	193	34.2	65.8
Other	364	55.5	44.5
All Locations	2,396	79.9	20.1

Table 7

Current Residence of Respondents

Current Residence	N	Percent
Maryland	1,719	71.7%
District of Columbia	44	1.6
Northern Virginia Suburbs of DC	77	3.2
Neighboring State (DE, NJ, PA, WV, other VA)	193	8.0
Other	365	15.2
Total	2,398	100.0%

Table 8

Region of State in Which Maryland Respondents Currently Live

Region	N	Percent
Baltimore Metropolitan Area	376	21.8%
Eastern Shore	26	1.5
Southern Maryland	98	5.7
DC Suburbs	1,185	68.7
Western Maryland	39	2.3
Total	1,724	100.0%

Table 9

Types[a] of Financial Aid Received by Respondents Who Received Aid While Enrolled at UMCP, by Gender

Type of Financial Aid	Females		Males		Both Genders	
	N[b]	%[c]	N	%	N	%
Pell Grant	174	26.5%	163	25.0%	337	25.8%
Supplemental Educational Opportunity Grant	23	3.5	19	2.9	42	3.2
Maryland Distinguished Scholarship Award	60	9.1	45	6.9	105	8.0
Other State Scholarship or Grant	167	25.5	168	25.8	335	25.6
College Scholarship or Grant	102	15.5	73	11.2	175	13.4
Private Scholarship or Grant	117	17.8	100	15.3	217	16.6
Federal Guaranteed Student Loan/Guaranteed Parental Loan Program	360	54.9	379	58.1	739	56.5
National Direct Student Loan	132	20.1	134	20.6	266	20.3
State Loan	15	2.3	13	2.0	28	2.1
College Loan	29	4.4	39	6.0	68	5.2
College Work Study	59	9.0	65	10.0	124	9.5
V.A. Benefits	10	1.5	28	4.3	38	2.9
Tuition Assistance Program From Employer	24	3.7	32	4.9	56	4.3
Other Source of Financial Aid	88	13.4	70	10.7	158	12.1
Total Cases	656		652		1,308	
Percentage of All Respondents	52.3%		57.1%		54.6%	

[a]Respondents were instructed to choose as many types as apply.

[b]Number of cases.

[c]Percentage of cases.

Table 9

Types[a] of Financial Aid Received by Respondents Who Received Aid While Enrolled at UMCP, by Gender

Type of Financial Aid	Females		Males		Both Genders	
	N[b]	%[c]	N	%	N	%
Pell Grant	174	26.5%	163	25.0%	337	25.8%
Supplemental Educational Opportunity Grant	23	3.5	19	2.9	42	3.2
Maryland Distinguished Scholarship Award	60	9.1	45	6.9	105	8.0
Other State Scholarship or Grant	167	25.5	168	25.8	335	25.6
College Scholarship or Grant	102	15.5	73	11.2	175	13.4
Private Scholarship or Grant	117	17.8	100	15.3	217	16.6
Federal Guaranteed Student Loan/Guaranteed Parental Loan Program	360	54.9	379	58.1	739	56.5
National Direct Student Loan	132	20.1	134	20.6	266	20.3
State Loan	15	2.3	13	2.0	28	2.1
College Loan	29	4.4	39	6.0	68	5.2
College Work Study	59	9.0	65	10.0	124	9.5
V.A. Benefits	10	1.5	28	4.3	38	2.9
Tuition Assistance Program From Employer	24	3.7	32	4.9	56	4.3
Other Source of Financial Aid	88	13.4	70	10.7	158	12.1
Total Cases	656		652		1,308	
Percentage of All Respondents	52.3%		57.1%		54.6%	

[a]Respondents were instructed to choose as many types as apply.

[b]Number of cases.

[c]Percentage of cases.

Table 11

Total Amount of Financial Aid Received, by Gender and by Racial/Ethnic Group

		Total Amount of Financial Aid Received											
	N	None	$1 to $999	$1,000 to $1,999	$2,000 to $2,999	$3,000 to $3,999	$4,000 to $4,999	$5,000 to $5,999	$6,000 to $6,999	$7,000 to $7,999	$8,000 to $11,999	$12,000 to $14,999	$15,000 or More
Gender													
Female	1,212	50.1%	5.9%	5.2%	6.3%	5.2%	3.4%	5.3%	3.7%	4.0%	6.4%	2.6%	2.0%
Male	1,117	48.9	4.6	7.1	7.9	4.1	3.7	4.9	3.4	3.4	7.5	2.3	2.2
Both Genders	2,329	49.5	5.2	6.1	7.0	4.7	3.5	5.1	3.6	3.7	6.9	2.5	2.1
Racial/Ethnic Group													
American Indian	1	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Asian	119	41.2	6.7	6.7	10.9	5.9	5.0	6.7	5.9	4.2	5.0	0.8	0.8
Black	123	27.6	4.1	8.1	4.9	5.7	6.5	8.9	7.3	4.1	12.2	4.1	6.5
Hispanic	53	41.5	7.5	9.4	9.4	5.7	0.0	0.0	5.7	9.4	9.4	1.9	0.0
White	2,007	51.6	5.1	5.9	6.8	4.4	3.3	4.8	3.1	3.5	6.7	2.5	1.9
Other	22	40.9	4.5	0.0	9.1	9.1	4.5	13.6	4.5	4.5	4.5	0.0	4.5
All Groups	2,325	49.5	5.2	6.1	7.0	4.6	3.5	5.1	3.6	3.7	7.0	2.5	2.1

Note. Financial aid received includes scholarships, grants, and V.A. benefits.

Table 12

Amount of Educational Loans Outstanding at Time of Graduation, by Gender and by Racial/Ethnic Group

	N	Total Amount Owed									
		None	$1 to $1,499	$1,500 to $2,999	$3,000 to $4,499	$4,500 to $5,999	$6,000 to $7,499	$7,500 to $8,999	$9,000 to $10,499	$10,500 to $13,499	$13,500 or More
Gender											
Female	1,220	59.3%	3.1%	9.7%	4.6%	6.1%	3.9%	4.6%	3.4%	3.5%	1.7%
Male	1,124	54.3	4.4	8.5	5.6	6.9	5.1	5.0	4.8	4.0	1.4
Both Genders	2,344	56.9	3.8	9.1	5.1	6.5	4.4	4.8	4.1	3.8	1.6
Racial/Ethnic Group											
American Indian	2	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Asian	120	53.3	5.8	11.7	7.5	8.3	2.5	3.3	2.5	3.3	1.7
Black	126	44.4	5.6	7.9	9.5	6.3	6.3	7.1	4.8	4.8	3.2
Hispanic	53	56.6	3.8	9.4	9.4	1.9	5.7	7.5	0.0	5.7	0.0
White	2,016	57.9	3.6	9.0	4.4	6.6	4.4	4.7	4.2	3.7	1.4
Other	23	52.2	0.0	8.7	13.0	0.0	4.3	0.0	8.7	0.0	8.7
All Groups	2,340	56.9	3.8	9.1	5.0	6.5	4.4	4.8	4.1	3.8	1.6

Table 13

Ability to Complete Degree Without the Financial Aid Received, by Gender and by Racial/Ethnic Group

Gender	N	Able to Complete Degree: Without Major Financial Hardship	Able to Complete Degree: With Major Financial Hardship	Not Able to Complete Degree
Female	741	27.8%	29.2%	43.1%
Male	748	36.0	29.7	34.4
Both Genders	1,489	31.9	29.5	38.7
Racial/Ethnic Group				
American Indian	0	- -	- -	- -
Asian	86	32.6	29.1	38.4
Black	100	26.0	27.0	47.0
Hispanic	40	37.5	22.5	35.0
White	1,246	32.2	30.0	37.9
Other	15	26.7	20.0	53.4
All Groups	1,487	31.9	29.4	38.8

Note. Respondents who indicated that they received no aid are omitted from the numbers and percentages.

Table 14

Percentage of Respondents Who Planned to Earn a Higher Degree or a Graduate Certificate, by Gender and by Racial/Ethnic Group

Gender	N	Graduate Certificate	Higher Degree			No Certificate or Higher Degree
			Master's	Professional	Doctorate	
Female	1,248	1.6%	55.9%	8.7%	13.8%	20.0%
Male	1,141	1.4	51.7	13.7	14.9	18.3
Both Genders	2,389	1.5	53.9	11.1	14.3	19.2
Racial/Ethnic Group						
American Indian	1	0.0	100.0	0.0	0.0	0.0
Asian	120	0.0	55.8	7.5	27.5	9.2
Black	127	0.0	59.1	18.9	14.2	7.9
Hispanic	54	0.0	64.8	11.1	13.0	11.1
White	2,060	1.7	53.5	10.6	13.3	20.9
Other	23	0.0	21.7	26.1	43.5	8.7
All Groups	2,385	1.5	53.9	11.0	14.3	19.2

Table 15

Percentage of Respondents Who Planned to Earn a Higher Degree or a Graduate Certificate, by College

College	N	Graduate Certificate	Higher Degree			No Certificate or Higher Degree
			Master's	Professional	Doctorate	
Agriculture	53	0.0%	52.8%	7.5%	17.0%	22.6%
Architecture	16	0.0	56.3	12.5	12.5	18.8
Arts and Humanities	261	1.5	47.1	13.0	15.7	22.6
Behavioral and Social Sciences	412	2.7	44.4	20.6	15.0	17.2
Business and Management	449	0.4	61.2	8.9	6.0	23.4
Computer, Math., & Physical Sciences	133	0.0	62.4	2.3	24.8	10.5
Education	151	0.7	67.5	3.3	19.9	8.6
Engineering	320	0.6	63.1	5.3	18.1	12.8
Human Ecology	126	3.2	53.2	3.2	8.1	31.7
Journalism	102	2.0	57.8	7.8	5.9	26.5
Life Sciences	108	0.0	25.9	36.1	29.6	8.3
Physical Education, Recr., & Health	46	0.0	65.2	4.3	15.2	15.2
Undergrad. Studies	142	4.2	43.7	12.0	7.7	32.4
All Colleges	2,319	1.4	53.9	11.2	14.2	19.3

Table 16

Respondents Enrolled for Additional Study, by Gender and by Racial/Ethnic Group

		Percent	
Gender	N	Have Re-enrolled	Have Not Re-enrolled
Female	1,248	33.2%	66.8%
Male	1,138	35.8	64.2
Both Genders	2,386	34.4	65.6
Racial/Ethnic Group			
American Indian	2	0.0	100.0
Asian	121	43.0	57.0
Black	126	29.4	70.6
Hispanic	54	38.9	61.1
White	2,056	33.9	66.1
Other	23	47.8	52.2
All Groups	2,382	34.3	65.7

Table 17

Respondents Enrolled for Additional Study, by College

College	N	Percent Re-enrolled
Agriculture	53	32.1%
Architecture	16	62.5
Arts and Humanities	263	34.6
Behavioral and Social Sciences	412	41.5
Business and Management	447	19.6
Computer, Mathematical, and Physical Sciences	133	33.1
Education	150	36.0
Engineering	319	43.3
Human Ecology	125	24.0
Journalism	101	20.8
Life Sciences	109	67.0
Physical Education, Recreation, and Health	46	30.4
Undergraduate Studies	141	30.5
All Colleges	2,315	34.1

Table 18

Responses to the Item: "What kind of college did you first enroll in after you completed your program at our institution?" by College

College	N	Community or Junior College	Other College or University[a]	Special School[b]
Agriculture	17	29.4%	70.6%	0.0%
Architecture	8	37.5	62.5	0.0
Arts and Humanities	89	12.4	84.3	3.4
Behavioral and Social Sciences	169	10.7	84.0	5.3
Business and Management	80	12.5	80.0	7.5
Computer, Mathematical, and Physical Sciences	43	2.3	97.7	0.0
Education	51	11.8	88.2	0.0
Engineering	136	8.1	91.9	0.0
Human Ecology	30	13.3	76.7	10.0
Journalism	21	14.3	81.0	4.8
Life Sciences	72	1.4	98.6	0.0
Physical Education, Recreation, and Health	14	14.3	71.4	14.3
Undergraduate Studies	41	19.5	70.7	9.8
All Colleges	771	10.8	85.6	3.6

Note. Includes re-enrolled respondents only.

[a]Includes colleges, universities, and graduate or professional schools.

[b]Includes vocational/technical schools, hospital schools of nursing, trade schools, and business schools.

Table 19

Degree or Certificate Sought by Re-enrolled Respondents, by Gender and by Racial/Ethnic Group

		Degree or Certification Sought									
							Professional Degree				
Gender	N	Undergraduate Certificate	Associate Degree	Bachelor's Degree	Graduate Certificate	Master's Degree	Medicine	Law	Other	Doctoral Degree	None
Female	404	3.2%	0.5%	7.4%	3.2%	47.5%	2.5%	6.4%	3.5%	4.0%	21.8%
Male	404	1.5	0.7	5.0	1.5	44.8	6.9	10.9	3.5	4.7	20.5
Both Genders	808	2.4	0.6	6.2	2.4	46.2	4.7	8.7	3.5	4.3	21.2
Racial/Ethnic Group											
American Indian	0	--	--	--	--	--	--	--	--	--	--
Asian	51	2.0	0.0	3.9	0.0	56.9	3.9	2.0	2.0	3.9	25.5
Black	36	2.8	5.6	8.3	2.8	41.7	8.3	8.3	2.8	0.0	19.4
Hispanic	21	0.0	0.0	0.0	2.6	57.1	9.5	9.5	0.0	4.8	19.0
White	686	2.5	0.4	6.6	2.7	44.8	4.5	9.3	3.6	4.5	21.1
Other	11	0.0	0.0	0.0	0.0	72.7	0.0	0.0	9.1	9.1	9.1
All Groups	805	2.4	0.6	6.2	2.4	46.1	4.7	8.7	3.5	4.3	21.1

Table 20

Relationship of Current Major to Undergraduate Major, by College

College	N	Percent		
		Same Major	Related Major	Different Major
Agriculture	15	26.7%	40.0%	33.3%
Architecture	9	55.6	22.2	22.2
Arts and Humanities	80	27.5	50.0	22.5
Behavioral and Social Sciences	153	18.3	52.3	29.4
Business and Management	77	31.2	46.8	22.1
Computer, Mathematical, and Physical Sciences	39	48.7	38.5	12.8
Education	47	46.8	46.8	6.4
Engineering	126	55.6	28.6	15.9
Human Ecology	26	7.7	46.2	46.2
Journalism	17	29.4	11.8	58.8
Life Sciences	68	22.1	57.4	20.6
Physical Education, Recreation, and Health	12	0.0	66.7	33.3
Undergraduate Studies	36	8.4	41.7	50.0
All Colleges	705	31.3	44.4	24.5

Note. Includes re-enrolled respondents only.

Table 21

Rating of Adequacy of Preparation for Graduate or Professional Study, by Gender and by Racial/Ethnic Group

		Percent			
Gender	N	Excellent	Good	Adequate	Inadequate
Female	337	17.5%	46.0%	30.3%	6.2%
Male	359	20.9	51.8	24.0	3.3
Both Genders	696	19.3	49.0	27.0	4.7
Racial/Ethnic Group					
American Indian	0	- -	- -	- -	- -
Asian	48	10.4	47.9	35.4	6.3
Black	28	10.7	50.0	35.7	3.6
Hispanic	18	22.2	50.0	16.7	11.1
White	590	20.0	49.2	26.4	4.4
Other	10	30.0	40.0	20.0	10.0
All Groups	694	19.2	49.0	27.1	4.8

Note. Includes re-enrolled respondents who first enrolled in a college, university, graduate school, or professional school.

Table 22

Rating of Adequacy of Preparation for Graduate or Professional School, by College

College	N	Percent			
		Excellent	Good	Adequate	Inadequate
Agriculture	13	7.7%	61.5%	23.1%	7.7%
Architecture	8	25.0	50.0	25.0	0.0
Arts and Humanities	67	22.4	41.8	28.4	7.5
Behavioral and Social Sciences	145	19.3	46.2	28.3	6.2
Business and Management	63	15.9	50.8	31.7	1.6
Computer, Mathematical, and Physical Sciences	39	33.3	43.6	17.9	5.1
Education	49	18.4	44.9	34.7	2.0
Engineering	128	23.4	58.6	15.6	2.3
Human Ecology	23	17.4	26.1	52.2	4.3
Journalism	16	18.8	56.3	25.0	0.0
Life Sciences	69	10.1	56.5	29.0	4.3
Physical Education, Recreation, and Health	10	10.0	40.0	30.0	20.0
Undergraduate Studies	36	19.4	44.4	27.8	8.3
All Colleges	666	19.5	49.1	26.7	4.7

Note. Includes re-enrolled respondents who first enrolled in a college, university, graduate school, or professional school.

Table 23

Current Employment Status, by Gender and by Racial/Ethnic Group

Gender	N	Percent			
		Employed Full Time	Employed Part Time	Unemployed	Not Seeking Employment
Female	1,231	80.4%	9.7%	3.8%	6.0%
Male	1,131	82.8	7.8	2.7	6.6
Both Genders	2,362	81.6	8.8	3.3	6.3
Racial/Ethnic Group					
American Indian	2	100.0	0.0	0.0	0.0
Asian	119	73.2	4.2	8.4	9.2
Black	125	84.0	7.2	4.0	4.8
Hispanic	52	73.1	9.6	3.8	13.5
White	2,037	82.0	9.0	2.9	6.1
Other	23	60.9	26.1	8.7	4.3
All Groups	2,358	81.6	8.8	3.3	6.3

Note. Unemployed refers to those who were not employed but seeking employment. Those who were not employed and not seeking employment are not counted among the unemployed.

Table 24

Current Employment Status, by College

College	N	Percent			
		Employed Full Time	Employed Part Time	Unemployed	Not seeking Employment
Agriculture	53	88.7%	11.3%	0.0%	0.0%
Architecture	16	62.5	18.8	0.0	18.8
Arts and Humanities	260	75.4	14.6	2.3	7.7
Behavioral and Social Sciences	409	75.1	11.7	4.6	8.6
Business and Management	439	91.6	3.6	3.4	1.4
Computer, Math., & Physical Sciences	131	87.8	8.4	1.5	2.3
Education	149	82.6	8.1	4.7	4.7
Engineering	317	88.6	4.7	2.2	4.4
Human Ecology	126	82.5	4.8	5.6	7.1
Journalism	98	89.8	5.1	4.1	1.0
Life Sciences	106	49.1	11.3	4.7	34.9
Physical Education, Recr., & Health	46	80.4	15.2	0.0	4.3
Undergrad. Studies	141	80.9	12.1	2.1	5.0
All Colleges	2,291	31.9	8.6	3.3	6.3

Note. Unemployed refers to those who were not employed but seeking employment. Those who were not employed and not seeking employment are not counted among the unemployed.

Table 25

Most Instrumental in Finding Current Job of Respondents Employed Full Time

Source	N	Percent
College Placement/Career Development Office	217	11.4%
College Faculty Members	66	3.5
Civil Service Application	20	1.0
Employment Agency	101	5.3
Newspaper Advertisement	336	17.6
Direct Application to Employer	348	18.2
Friends	277	14.5
Relatives	135	7.1
Work-Related Contacts	226	11.8
Other	183	9.6
Total	1,909	100.0%

Table 26

Type of Employing Organization of Respondents Employed Full Time

Type of Organization	N	Percent
Federal Government Agency	250	13.1%
State Government Agency	56	2.9
Public School System	90	4.7
Other Municipal/Local Government Agency	30	1.6
Private School	26	1.4
Nonprofit Organization	106	5.5
Private Business or Company	1,204	62.9
Self- or Family-Owned Business/Self-Employed	62	3.2
Other	89	4.7
Total	1,913	100.0%

Table 27

Location of Employment of Respondents Employed Full Time

Location	N	Percent
Maryland	1,059	55.3%
District of Columbia	262	13.7
Northern Virginia Suburbs of DC	171	8.9
Neighboring State (DE, NJ, PA, WV, other VA)	131	6.8
Other	291	15.2
Total	1,914	100.0%

Table 28

Occupational Categories of Respondents Employed Full Time, by Gender

Occupational Category	Females N	Females %	Males N	Males %	Both Genders N	Both Genders %
Armed Forces	4	0.4%	22	2.4%	26	1.4%
Manager/Executive/Proprietor	82	8.5	93	10.1	175	9.3
Administrative Assistant	89	9.3	12	1.3	101	5.4
Sales Agent/Representative	90	9.4	97	10.6	187	9.9
Accountant/Financial Analyst/ Banker/Broker/Claims Adjuster	112	11.6	131	14.3	243	12.9
Buyer/Purchasing Agent	16	1.7	8	0.9	24	1.3
Computer Programmer/Analyst	43	4.5	100	10.9	143	7.6
Teacher	97	10.1	18	2.0	115	6.1
Educational Administrator/ Counselor/Librarian	14	1.5	4	0.4	18	1.0
Engineer/Architect	58	6.0	174	19.0	232	12.3
Engineering or Science Technician	21	2.2	49	5.3	70	3.7
Health Professional	16	1.7	5	0.5	21	1.1
Health Technician	9	0.9	4	0.4	13	0.7
Legal Paraprofessional/Law Enforcement Officer	23	2.4	32	3.5	55	2.9
Personnel/Labor Relations Specialist	21	2.2	7	0.8	28	1.5
Recreation Worker	6	0.6	0	0.0	6	0.3
Scientist/Statistician/ Scientific Researcher or Analyst	34	3.5	43	4.7	77	4.1
Social Worker	7	0.7	2	0.2	9	0.5
Writer/Journalist/Public Information Specialist	52	5.4	22	2.4	74	3.9
Artist/Entertainer/Photographer/ Athlete	26	2.7	13	1.4	39	2.1
Other Professional	90	9.4	53	5.8	143	7.6
Secretary/Clerical Occupation	40	4.2	6	0.7	46	2.4
Skilled Craftsworker	0	0.0	10	1.1	10	0.5
Service Worker/Sales Clerk/ Laborer/Unskilled/Worker/ Machine Operator/Driver	12	1.2	13	1.4	25	1.3
Total	962	100.0%	918	100.0%	1,880	100.0%

Table 29

Occupational Categories of White and of Black Respondents Employed Full Time

Occupational Category	Whites		Blacks	
	N	%	N	%
Armed Forces	24	1.5%	1	1.0%
Manager/Executive/Proprietor	157	9.6	8	7.8
Administrative Assistant	88	5.4	10	9.8
Sales Agent/Representative	175	10.7	6	5.9
Accountant/Financial Analyst/ Banker/Broker/Claims Adjuster	202	12.4	20	19.6
Buyer/Purchasing Agent	22	1.3	2	2.0
Computer Programmer/Analyst	110	6.7	5	4.9
Teacher	105	6.4	4	3.9
Educational Administrator/ Counselor/Librarian	12	0.7	1	1.0
Engineer/Architect	203	12.4	6	5.9
Engineering or Science Technician	56	3.4	4	3.9
Health Professional	16	1.0	2	2.0
Health Technician	12	0.7	1	1.0
Legal Paraprofessional/Law Enforcement Officer	44	2.7	8	7.8
Personnel/Labor Relations Specialist	27	1.7	0	0.0
Recreation Worker	5	0.3	1	1.0
Scientist/Statistician/Scientific Researcher or Analyst	69	4.2	1	1.0
Social Worker	6	0.4	3	2.9
Writer/Journalist/Public Information Specialist	67	4.1	6	5.9
Artist/Entertainer/Photographer/ Athlete	32	2.0	1	1.0
Other Professional	130	8.0	6	5.9
Secretary/Clerical Occupation	41	2.5	4	3.9
Skilled Craftsworker	9	0.6	1	1.0
Service Worker/Sales Clerk/ Laborer/Unskilled Worker/ Machine Operator/Driver	22	1.3	1	1.0
Total	1,634	100.0%	102	100.0%

Table 30

Respondents Employed in Professional and Nonprofessional Occupations, by Gender and by Racial/Ethnic Group

Gender	N	Percent		
		Armed Forces	Professional	Non-professional
Female	962	0.4%	94.2%	5.4%
Male	918	2.4%	94.4	3.2
Both Genders	1,880	1.4	94.3	4.3
Racial/Ethnic Group				
American Indian	2	0.0	100.0	0.0
Asian	88	0.0	97.7	2.3
Black	102	1.0	93.1	5.9
Hispanic	37	0.0	97.3	2.7
White	1,634	1.5	94.1	4.4
Other	13	7.7	92.3	0.0
All Groups	1,876	1.4	94.3	4.3

Note. Includes full-time employed respondents only.

Table 31

Median Annual Salary Range of Respondents Employed Full Time, by Gender and by Racial/Ethnic Group

Gender	N	Median Annual Salary Range
Female	968	$21,000 to $23,999
Male	916	24,000 to 26,999
Both Genders	1,884	21,000 to 23,999
Racial/Ethnic Group		
American Indian	2	15,000 to 17,999[a]
Asian	88	24,000 to 26,999
Black	104	21,000 to 23,999
Hispanic	38	21,000 to 23,999
White	1,635	21,000 to 23,999
Other	14	21,000 to 23,999
All Groups	1,881	21,000 to 23,999

[a]The median annual salary range is between two ranges. The higher range is indicated.

Table 32

Median Annual Salary Range of Female and of Male Respondents Employed Full Time, by Racial/Ethnic Group

Racial/Ethnic Group	Median Annual Salary Range of:			
	N	Females	N	Males
American Indian	2	[a]	0	--
Asian	40	$21,000 to $23,999	48	$27,000 to $29,999
Black	66	18,000 to 20,999	33	21,000 to 23,999
Hispanic	24	21,000 to 23,999	14	24,000 to 26,999
White	828	21,000 to 23,999	806	24,000 to 26,999
Other	7	18,000 to 20,999	7	27,000 to 29,999
All Groups	967	21,000 to 23,999	913	24,000 to 26,999

[a]There are too few cases to determine a median range.

Table 33

Median Annual Salary Range of Respondents Employed Full Time, by College and Gender

College	Median Annual Salary Range of: Females N	Females	Males N	Males	Both Genders N	Both Genders
Agriculture	24	$15,000 to $17,999	23	$18,000 to $20,999	47	$15,000 to $17,999
Architecture	1	[a]	9	18,000 to 20,999[b]	10	18,000 to 20,999
Arts and Humanities	128	18,000 to 20,999	60	18,000 to 20,999	188	18,000 to 20,999
Behavioral and Social Sciences	137	18,000 to 20,999	162	21,000 to 23,999	299	21,000 to 23,999
Business and Management	202	21,000 to 23,999	191	24,000 to 26,999[b]	393	21,000 to 23,999
Computer, Mathematical, and Physical Sciences	33	27,000 to 29,999	79	27,000 to 29,999	112	27,000 to 29,999
Education	88	21,000 to 23,999	32	24,000 to 26,999[b]	120	21,000 to 23,999
Engineering	58	30,000 to 34,999[b]	221	30,000 to 34,999	279	30,000 to 34,999
Human Ecology	85	18,000 to 20,999	14	24,000 to 26,999	99	18,000 to 20,999
Journalism	65	18,000 to 20,999	23	18,000 to 20,999	88	18,000 to 20,999
Life Sciences	26	18,000 to 20,999	26	18,000 to 20,999[b]	52	18,000 to 20,999
Physical Education, Recreation, and Health	24	15,000 to 17,999[b]	9	15,000 to 17,999	33	15,000 to 17,999
Undergraduate Studies	66	18,000 to 20,999	44	24,000 to 26,999	110	21,000 to 23,999
All Colleges	937	21,000 to 23,999	893	24,000 to 26,999	1,830	21,000 to 23,999

[a]There are too few cases to determine a median range.

[b]The median annual salary range is between two ranges. The higher range is indicated.

Table 34

Median Annual Salary Range of White and of Black Respondents Employed Full Time, by College

College	Median Annual Salary Range of: Whites N	Whites	Blacks N	Blacks
Agriculture	43	$15,000 to $17,999	3	$15,000 to $17,999
Architecture	10	18,000 to 20,999	0	--
Arts and Humanities	170	18,000 to 20,999	5	24,000 to 26,999
Behavioral and Social Sciences	254	21,000 to 23,999	26	18,000 to 20,999
Business and Management	346	21,000 to 23,999	23	24,000 to 26,999
Computer, Mathematical, and Physical Sciences	87	27,000 to 29,999	2	a
Education	109	21,000 to 23,999	5	21,000 to 23,999
Engineering	238	30,000 to 34,999	7	30,000 to 34,999
Human Ecology	90	18,000 to 20,999	2	a
Journalism	74	18,000 to 20,999	11	18,000 to 20,999
Life Sciences	44	18,000 to 20,999	2	a
Physical Education, Recreation, and Health	29	15,000 to 17,999	3	18,000 to 20,999
Undergraduate Studies	100	21,000 to 23,999	6	15,000 to 17,999
All Colleges	1,594	21,000 to 23,999	95	21,000 to 23,999

[a]There are too few cases to determine a median range.

Table 35

Median Annual Salary Range of Respondents Employed Full Time in Different Occupational Categories, by Gender

Occupational Category	Median Annual Salary Range of: Females N	Females	Males N	Males	Both Genders N	Both Genders
Armed Forces	4	$18,000 to $20,999[a]	22	$21,000 to $23,999[a]	26	$18,000 to $20,999
Manager/Executive/Proprietor	78	21,000 to 23,999	91	24,000 to 26,999	169	21,000 to 23,999
Administrative Assistant	88	18,000 to 20,999	12	21,000 to 23,999	100	18,000 to 20,999
Sales Agent/Representative	88	21,000 to 23,999	95	24,000 to 26,999	183	24,000 to 26,999
Accountant/Financial Analyst/ Banker/Broker/Claims Adjuster	111	21,000 to 23,999	128	21,000 to 23,999	239	21,000 to 23,999
Buyer/Purchasing Agent	16	21,000 to 23,999	8	21,000 to 23,999	24	21,000 to 23,999
Computer Programmer/Analyst	43	24,000 to 26,999	97	24,000 to 26,999	140	24,000 to 26,999
Teacher	96	21,000 to 23,999	18	21,000 to 23,999	114	21,000 to 23,999
Educational Administrator/ Counselor/Librarian	14	18,000 to 20,999[a]	4	15,000 to 17,999[a]	18	18,000 to 20,999
Engineer/Architect	58	27,000 to 29,999	173	30,000 to 34,999	231	30,000 to 34,999
Engineering or Science Technician	21	18,000 to 20,999	47	27,000 to 30,999	68	27,000 to 29,999
Health Professional	16	18,000 to 20,999	4	24,000 to 26,999	20	18,000 to 20,999
Health Technician	9	15,000 to 17,999	4	18,000 to 20,999	13	15,000 to 17,999
Legal Paraprofessional/Law Enforcement Officer	23	18,000 to 20,999	32	21,000 to 23,999	55	21,000 to 23,999

[a]The median annual salary range is between two ranges. The higher range is indicated.

Table 35 (cont'd)

Median Annual Salary Range of Respondents Employed Full Time in Different Occupational Categories, by Gender

Occupational Category	Median Annual Salary Range of: Females N	Females	Males N	Males	Both Genders N	Both Genders
Personnel/Labor Relations Specialist	21	$18,000 to $20,999	7	$18,000 to $20,999	28	$18,000 to $20,999
Recreation Worker	6	15,000 to 17,999	0	---	6	15,000 to 17,999
Scientist/Statistician/Scientific Researcher or Analyst	34	18,000 to 20,999	43	18,000 to 20,999	77	18,000 to 20,999
Social Worker	7	15,000 to 17,999[a]	2	[b]	9	15,000 to 17,999
Writer/Journalist/Public Information Specialist	52	18,000 to 20,999	22	18,000 to 20,999	74	18,000 to 20,999
Artist/Entertainer/Photographer/ Athlete	26	15,000 to 17,999	13	18,000 to 20,999	39	18,000 to 20,999[a]
Other Professional	89	18,000 to 20,999	51	21,000 to 23,999	140	18,000 to 20,999
Secretary/Clerical Occupation	39	15,000 to 17,999	6	12,000 to 14,999	45	15,000 to 17,999
Skilled Craftsworker	0	---	10	15,000 to 17,999	10	15,000 to 17,999
Service Worker/Sales Clerk/ Laborer/Unskilled Worker/ Machine Operator/Driver	12	15,000 to 17,999[a]	13	21,000 to 23,999	25	15,000 to 17,999
All Categories	951	21,000 to 23,999	902	24,000 to 26,999	1,853	21,000 to 23,999
Armed Forces	4	18,000 to 20,999[a]	22	21,000 to 23,999[a]	26	18,000 to 20,999
Professional	896	18,000 to 20,999	851	24,000 to 26,999	1,747	21,000 to 23,999
Nonprofessional	51	15,000 to 17,999	29	15,000 to 17,999	80	15,000 to 17,999

[a]The median annual salary range is between two ranges. The higher range is indicated.

[b]There are too few cases to determine a median range.

Table 36

Relationship Between Current Job and Undergraduate Major of Respondents Employed Full Time, by Gender and by Racial/Ethnic Group

Gender	N	Percent Directly Related	Percent Somewhat Related	Percent Not Related
Female	979	48.5%	32.5%	19.0%
Male	932	50.8	32.1	17.2
Both Genders	1,911	49.6	32.3	18.1
Racial/Ethnic Group				
American Indian	2	0.0	100.0	0.0
Asian	90	48.9	38.9	12.2
Black	104	46.2	30.8	23.1
Hispanic	38	63.2	26.3	10.5
White	1,659	49.6	32.2	18.1
Other	14	35.7	14.3	50.0
All Groups	1,907	49.5	32.3	18.2

Table 37

Relationship Between Current Job and Undergraduate Major of Respondents Employed Full Time, by College

College	N	Percent Directly Related	Percent Somewhat Related	Percent Not Related
Agriculture	47	38.3%	40.4%	21.3%
Architecture	10	100.0	0.0	0.0
Arts and Humanities	191	34.0	35.6	30.4
Behavioral and Social Sciences	304	22.0	37.8	40.1
Business and Management	401	55.9	36.4	7.7
Computer, Mathematical, and Physical Sciences	114	72.8	21.1	6.1
Education	123	78.0	13.0	8.9
Engineering	280	67.5	28.6	3.9
Human Ecology	100	51.0	32.0	17.0
Journalism	88	50.0	27.3	22.7
Life Sciences	52	61.5	30.8	7.7
Physical Education, Recreation, and Health	36	52.8	13.9	33.3
Undergraduate Studies	113	23.9	49.6	26.5
All Colleges	1,859	49.8	32.3	17.9

Table 38

Full-Time Employed Respondents' Rating of Adequacy of Preparation for Current Job, by College

College	N	Percent				
		Excellent	Good	Adequate	Inadequate	Uncertain
Agriculture	47	0.0%	36.2%	29.8%	14.9%	19.1%
Architecture	10	30.0	20.0	50.0	0.0	0.0
Arts and Humanities	189	9.5	36.0	33.3	10.1	11.1
Behavioral and Social Sciences	302	9.3	38.7	30.5	8.3	13.2
Business and Management	398	11.6	54.0	26.6	3.5	4.3
Computer, Mathematical, and Physical Sciences	114	28.9	48.2	16.7	1.8	4.4
Education	122	17.2	36.1	34.4	5.7	6.6
Engineering	281	17.8	57.3	19.2	2.8	2.8
Human Ecology	98	13.3	49.0	27.6	4.1	6.1
Journalism	88	20.5	44.3	25.0	4.5	5.7
Life Sciences	52	17.3	40.4	26.9	7.7	7.7
Physical Education, Recreation, and Health	36	13.9	25.0	38.9	19.4	2.8
Undergraduate Studies	112	8.0	34.8	37.5	10.7	8.9
All Colleges	1,849	13.7	45.2	27.8	6.1	7.2

Table 39

Teaching Certification, by Gender and by Racial/Ethnic Group

Gender	N	Percent		
		Certified	Qualified	Not Certified or Qualified
Female	1,246	9.8%	4.8%	85.6%
Male	1,126	2.8	4.9	92.3
Both Genders	2,372	6.5	4.8	88.7
Racial/Ethnic Group				
American Indian	2	0.0	0.0	100.0
Asian	121	5.8	8.3	86.0
Black	122	5.7	5.7	88.5
Hispanic	54	3.7	3.7	92.6
White	2,046	6.6	4.7	88.7
Other	23	8.7	0.0	91.3
All Groups	2,368	6.5	4.9	88.6

Table 40

Respondents' Areas[a] of Certification

Area	N of Cases[b]	Percentage of Cases
Mathematics	23	13.6%
Biological or Physical Sciences	20	11.8
Social Sciences	13	7.7
Elementary Education	51	30.2
Special Education	19	11.2
English	15	8.9
Foreign Languages	8	4.7
Early Childhood Education	10	5.9
Other Area	42	24.9

Note. Data are tabulated only for those respondents who were certified to teach.

[a]Respondents were instructed to choose as many areas as apply.

[b]The total number of cases is 169.

Table 41

Reasons[a] for Not Teaching, by Gender

Reason	Females		Males		Both Genders	
	N[b]	%[c]	N	%	N	%
Chose not to enter job market	23	48.9%	10	47.8%	33	48.5%
Couldn't find job as a teacher	15	31.9	4	19.0	19	27.9
Found higher paying job	4	8.5	3	14.3	7	10.3
Found job with better career potential	10	21.3	5	23.8	15	22.1
Working conditions not attractive	12	25.5	3	14.3	15	22.1
Not enough prestige	5	10.6	2	9.5	7	10.3
Discouraged by discipline problems	10	21.3	7	33.3	17	25.0
Never interested in teaching	2	4.3	0	0.0	2	2.9
Student teaching discouraged me from wanting to teach	6	12.8	2	9.5	8	11.8
Other reasons	15	31.9	4	19.0	19	27.9
Total cases	47		21		68	

Note. Data are tabulated only for those respondents who were certified to teach.

[a]Respondents were instructed to choose as many reasons as apply.

[b]Number of cases.

[c]Percentage of cases.

Table 42

Would Respondents Choose the Same Undergraduate Major, by Gender and by Racial/Ethnic Group

Gender	N	Percent		
		Yes	Not Sure	No
Female	1,250	51.2%	23.5%	25.3%
Male	1,140	59.7	23.2	17.0
Both Genders	2,390	55.3	23.4	21.3
Racial/Ethnic Group				
American Indian	2	0.0	50.0	50.0
Asian	121	54.5	28.9	16.5
Black	126	48.4	25.4	26.2
Hispanic	54	64.8	16.7	18.5
White	2,060	55.4	23.3	21.3
Other	23	65.2	13.0	21.7
All Groups	2,386	55.3	23.4	21.3

Table 43

Would Respondents Choose the Same Undergraduate Major, by College

College	N	Percent		
		Yes	Not Sure	No
Agriculture	53	54.7%	15.1%	30.2%
Architecture	16	62.5	31.3	6.3
Arts and Humanities	264	58.3	23.9	17.8
Behavioral and Social Sciences	413	41.4	26.6	32.0
Business and Management	446	60.3	22.6	17.0
Computer, Mathematical, and Physical Sciences	133	69.9	24.8	5.3
Education	151	62.9	21.9	15.2
Engineering	319	74.3	18.5	7.2
Human Ecology	125	43.2	25.6	31.2
Journalism	101	46.5	26.7	26.7
Life Sciences	108	59.3	24.1	16.7
Physical Education, Recreation, and Health	46	43.5	19.6	37.0
Undergraduate Studies	143	28.0	25.2	41.9
All Colleges	2,318	55.3	23.4	21.3

Table 44

Would Respondents Choose the Same Undergraduate Major, by Employment Status

Employment Status	N	Percent		
		Yes	Not Sure	No
Employed full time	1,925	55.3%	23.2%	21.5%
Employed part time	209	56.0	23.9	20.1
Unemployed	78	42.3	25.6	32.1
Not employed, not seeking employment	149	59.1	24.8	16.1
All Employment Statuses	2,361	55.2	23.5	21.3

Table 45

Would Respondents Attend UMCP Again for Their Undergraduate Studies, by Gender and by Racial/Ethnic Group

	N	Percent		
Gender		Yes	Not Sure	No
Female	1,248	66.9%	23.7%	9.4%
Male	1,136	70.1	21.6	8.4
Both Genders	2,384	68.4	22.7	8.9
Racial/Ethnic Group				
American Indian	2	0.0	50.0	50.0
Asian	121	46.3	41.3	12.4
Black	127	63.0	22.0	15.0
Hispanic	54	72.2	22.2	5.6
White	2,053	70.1	21.5	8.3
Other	23	60.9	30.4	8.7
All Groups	2,380	68.4	22.7	8.9

Table 46

Would Respondents Attend UMCP Again for Their Undergraduate Studies, by College

College	N	Percent		
		Yes	Not Sure	No
Agriculture	51	66.7%	25.5%	7.8%
Architecture	16	43.8	50.0	6.3
Arts and Humanities	263	60.8	28.1	11.0
Behavioral and Social Sciences	410	73.4	17.1	9.5
Business and Management	446	74.0	20.0	6.1
Computer, Mathematical, and Physical Sciences	133	70.7	24.1	5.3
Education	150	63.3	29.3	7.3
Engineering	319	73.0	20.7	6.3
Human Ecology	124	75.0	16.9	8.1
Journalism	102	56.9	29.4	13.7
Life Sciences	108	62.0	25.9	12.0
Physical Education, Recreation, and Health	46	67.4	21.7	10.9
Undergraduate Studies	144	66.7	21.5	11.8
All Colleges	2,312	69.2	22.3	8.5

Table 47

Respondents' Perceptions of Two Aspects of the Learning Environment at UMCP

Learning Environment	N	Percent			
		Disagree Strongly	Disagree With Reservations	Agree With Reservations	Agree Strongly
Opportunities to pursue special interests in your field were provided.	2,296	3.9%	11.5%	52.3%	32.4%
Subject matter represented the current state of knowledge.	2,281	2.1	8.4	49.8	39.6

Table 48

Respondents' Ratings of Their Satisfaction With the Instructional Resources at UMCP

Instructional Resource	N	Percent			
		Poor	Fair	Good	Excellent
Library	2,316	1.6%	8.6%	46.0%	43.8%
Computing facilities	2,146	8.2	30.1	49.1	12.5
Classroom and laboratory space	2,298	7.7	35.7	47.2	9.4
Laboratory equipment	2,095	7.6	35.2	49.3	7.9
Media production facilities	1,974	2.6	19.7	62.7	15.0
Theater/performance halls	2,082	1.1	12.2	61.2	25.6

Table 49

Respondents' Ratings of Experience at UMCP in Selected Areas

Area	N	Percent			
		Poor	Fair	Good	Excellent
Opportunity to participate in campus activities	2,270	3.5%	13.1%	35.9%	47.5%
Opportunity to develop computer skills	2,204	13.2	33.3	39.2	14.2
Registration process	2,313	25.4	35.5	30.6	8.5
Campus-based career counseling	2,198	19.5	37.5	34.1	8.8
Educational value of campuswide course requirements	2,286	6.5	25.7	54.2	13.5
Academic advising	2,289	25.8	36.7	29.8	7.7
Support services (e.g., tutoring, health services, recreation)	2,261	4.7	21.5	54.1	19.6

Table 50

Respondents' Agreement With the Statement:
"Different intellectual points of view were encouraged."

College	N	Percent			
		Disagree Strongly	Disagree With Reservations	Agree With Reservations	Agree Strongly
Agriculture	53	1.9%	7.5%	58.5%	32.1%
Architecture	16	6.3	0	56.3	37.5
Arts and Humanities	263	4.9	9.5	47.5	38.0
Behavioral and Social Sciences	412	3.4	9.2	47.3	40.0
Business and Management	447	1.6	13.0	57.9	27.5
Computer, Mathematical, and Physical Sciences	127	4.7	16.5	50.4	28.3
Education	150	7.3	14.0	47.3	31.3
Engineering	306	2.3	16.0	60.8	20.9
Human Ecology	124	4.0	14.5	52.4	29.0
Journalism	101	6.9	11.9	51.5	29.7
Life Sciences	107	0.9	11.2	64.5	23.4
Physical Education, Recreation, and Health	46	4.3	13.0	41.3	41.3
Undergraduate Studies	141	4.3	10.6	46.8	38.3
All Colleges	2,293	3.5	12.2	52.8	31.5

Note. Refers to experiences in one's major department.

Table 51

Respondents' Agreement With the Statement:
"I would advise a friend with similar interests to study in the department."

College	N	Percent			
		Disagree Strongly	Disagree With Reservations	Agree With Reservations	Agree Strongly
Agriculture	53	15.1%	13.2%	45.3%	26.4%
Architecture	16	6.3	12.5	62.5	18.8
Arts and Humanities	263	10.3	10.3	38.0	41.4
Behavioral and Social Sciences	411	3.9	13.1	46.0	37.0
Business and Management	447	2.2	7.8	51.7	38.3
Computer, Mathematical, and Physical Sciences	131	3.8	6.9	53.4	35.9
Education	150	8.0	14.0	47.3	30.7
Engineering	314	3.8	7.0	47.8	41.4
Human Ecology	124	9.7	20.2	39.5	30.6
Journalism	101	7.9	13.9	34.7	43.6
Life Sciences	109	7.3	15.6	39.4	37.6
Physical Education, Recreation, and Health	46	6.5	13.0	39.1	41.3
Undergraduate Studies	141	10.6	15.6	44.0	29.8
All Colleges	2,306	5.9	11.3	45.6	37.1

Note. Refers to one's major department.

Table 52

Respondents' Agreement With the Statement:
"Faculty members prepared carefully for their courses."

College	N	Percent			
		Disagree Strongly	Disagree With Reservations	Agree With Reservations	Agree Strongly
Agriculture	53	5.7%	3.8%	56.6%	34.0%
Architecture	16	6.3	12.5	56.3	25.0
Arts and Humanities	263	3.0	11.0	49.8	36.1
Behavioral and Social Sciences	411	1.9	10.9	55.2	31.9
Business and Management	448	1.6	16.3	62.1	20.1
Computer, Mathematical, and Physical Sciences	131	2.3	16.8	60.2	20.6
Education	151	5.3	12.6	58.3	23.8
Engineering	317	3.2	16.7	60.6	19.6
Human Ecology	124	7.4	13.7	58.1	25.8
Journalism	100	6.0	11.0	56.0	27.0
Life Sciences	109	1.8	12.8	56.0	29.4
Physical Education, Recreation, and Health	46	10.9	6.5	50.0	32.6
Undergraduate Studies	138	2.9	15.9	55.8	25.4
All Colleges	2,307	2.9	13.5	57.3	26.2

Note. Refers to faculty members in one's major department.

Table 53

Respondents' Agreement With the Statement:
"Department was a stimulating and exciting place for students to study."

College	N	Percent			
		Disagree Strongly	Disagree With Reservations	Agree With Reservations	Agree Strongly
Agriculture	53	9.4%	20.8%	47.2%	22.6%
Architecture	16	6.3	12.5	37.5	43.8
Arts and Humanities	262	6.5	16.4	44.2	32.8
Behavioral and Social Sciences	412	3.9	18.7	52.2	25.2
Business and Management	447	5.1	27.1	55.0	12.8
Computer, Mathematical, amd Physical Sciences	130	7.7	25.4	46.2	20.8
Education	151	7.9	21.2	53.0	17.9
Engineering	313	6.1	22.0	53.7	18.2
Human Ecology	124	8.9	21.0	46.8	23.4
Journalism	101	6.9	16.8	57.4	18.8
Life Sciences	109	6.4	23.9	47.7	22.0
Physical Education, Recreation, and Health	46	6.5	19.6	37.0	37.0
Undergraduate Studies	136	8.1	18.4	52.2	21.3
All Colleges	2,300	6.2	21.3	51.0	21.5

Note. Refers to one's major department.

Table 54

Respondents' Rating of the Value of Required Courses in the Department as Preparation for Their Present Work

College	N	Percent			
		Very Little Value	Some Value	Considerable Value	Very Great Value
Agriculture	51	7.8%	31.6%	41.2%	19.6%
Architecture	15	0.0	13.3	53.3	33.3
Arts and Humanities	238	10.5	30.3	38.7	20.6
Behavioral and Social Sciences	379	11.9	34.3	34.6	19.3
Business and Management	438	3.7	21.2	49.8	25.3
Computer, Mathematical, and Physical Sciences	128	4.7	18.8	41.4	35.2
Education	143	8.4	25.9	42.7	23.1
Engineering	311	2.6	24.4	41.5	31.5
Human Ecology	120	11.7	23.3	39.2	25.8
Journalism	94	6.4	27.7	43.6	22.3
Life Sciences	107	3.7	19.6	43.9	32.7
Physical Education, Recreation, and Health	44	20.5	20.5	34.1	25.0
Undergraduate Studies	121	11.6	30.6	38.8	19.0
All Colleges	2,189	7.4	26.1	41.6	24.9

Table 55

Respondents' Rating of the Value of Elective Courses in the Department as Preparation for Their Present Work

College	N	Percent			
		Very Little Value	Some Value	Considerable Value	Very Great Value
Agriculture	51	3.9%	29.4%	47.1%	19.6%
Architecture	15	13.3	20.0	40.0	26.7
Arts and Humanities	238	7.6	29.4	37.8	25.2
Behavioral and Social Sciences	386	7.5	29.8	42.5	20.2
Business and Management	439	5.7	30.1	45.6	18.7
Computer, Mathematical, and Physical Sciences	129	5.4	24.0	40.3	30.2
Education	141	5.0	33.3	44.7	17.0
Engineering	309	5.2	24.6	38.8	31.4
Human Ecology	121	7.4	27.3	46.3	19.0
Journalism	94	12.8	29.8	37.2	20.2
Life Sciences	107	8.4	30.8	32.7	28.0
Physical Education, Recreation, and Health	44	11.4	18.2	43.2	27.3
Undergraduate Studies	124	6.5	29.8	39.5	24.2
All Colleges	2,198	6.8	28.6	41.5	23.1

Table 56

Respondents' Rating of the Value of the Department's Standards of Excellence for Work in the Field as Preparation for Their Present Work

College	N	Percent			
		Very Little Value	Some Value	Considerable Value	Very Great Value
Agriculture	47	12.8%	23.4%	48.9%	14.9%
Architecture	14	14.3	7.1	50.0	28.6
Arts and Humanities	232	12.1	28.0	39.7	20.3
Behavioral and Social Sciences	354	8.2	31.9	40.7	19.2
Business and Management	409	4.2	31.3	51.6	13.0
Computer, Mathematical, and Physical Sciences	120	0.8	16.7	50.0	32.5
Education	134	2.2	26.1	51.5	20.1
Engineering	294	4.8	24.5	46.6	24.1
Human Ecology	115	4.3	27.8	42.6	25.2
Journalism	90	5.6	24.4	55.6	14.4
Life Sciences	98	4.1	26.5	50.0	19.4
Physical Education, Recreation, and Health	42	14.3	11.9	40.5	33.3
Undergraduate Studies	115	12.2	29.6	43.5	14.8
All Colleges	2,064	6.5	27.3	46.4	19.8

Table 57

Respondents' Rating of the Value of Technical Skills Learned in Course Work or Independent Study as Preparation for their Present Work

College	N	Percent			
		Very Little Value	Some Value	Considerable Value	Very Great Value
Agriculture	49	12.2%	26.5%	42.9%	18.4%
Architecture	15	13.3	6.7	66.7	13.3
Arts and Humanities	224	14.7	21.9	36.6	26.8
Behavioral and Social Sciences	352	10.8	30.4	37.5	21.3
Business and Management	408	5.1	29.4	46.6	18.9
Computer, Mathematical, and Physical Sciences	121	2.5	15.7	43.8	38.0
Education	131	5.3	25.2	43.5	26.0
Engineering	302	6.6	20.5	46.7	26.2
Human Ecology	114	7.9	24.6	44.7	22.8
Journalism	91	5.6	14.2	44.0	25.3
Life Sciences	100	8.0	31.0	39.0	22.0
Physical Education, Recreation, and Health	43	23.3	25.6	23.3	27.9
Undergraduate Studies	115	11.3	27.0	38.3	23.5
All Colleges	2,065	8.5	25.5	42.1	23.8

Table 58

Respondents' Rating of the Value of Knowledge Gained in Course Work or Independent Study as Preparation for Their Present Work

College	N	Percent			
		Very Little Value	Some Value	Considerable Value	Very Great Value
Agriculture	50	6.0%	22.0%	54.4%	18.0%
Architecture	14	0.0	14.3	50.0	35.7
Arts and Humanities	234	6.0	24.8	34.6	34.6
Behavioral and Social Sciences	372	6.7	23.4	43.3	26.6
Business and Management	428	2.8	22.7	51.4	23.1
Computer, Mathematical, and Physical Sciences	125	3.2	13.6	52.0	31.2
Education	140	2.9	19.3	44.3	33.6
Engineering	298	1.0	21.4	47.5	30.1
Human Ecology	117	1.7	15.4	57.3	25.6
Journalism	94	4.3	19.1	50.0	26.6
Life Sciences	102	3.9	17.6	52.0	26.5
Physical Education, Recreation, and Health	43	14.0	25.6	30.2	30.2
Undergraduate Studies	122	2.5	19.7	43.4	34.4
All Colleges	2,140	3.9	21.1	46.6	28.3

Table 59

Respondent's Rating of the Value of an Internship or Cooperative Education as Preparation for Their Present Work

College	N	Percent			
		Very Little Value	Some Value	Considerable Value	Very Great Value
Agriculture	26	23.1%	19.2%	30.8%	26.9%
Architecture	6	50.0	16.7	16.7	16.7
Arts and Humanities	139	10.1	20.9	28.1	41.0
Behavioral and Social Sciences	242	12.4	21.9	26.4	39.3
Business and Management	212	15.1	20.3	31.1	33.5
Computer, Mathematical, and Physical Sciences	55	7.3	18.2	25.5	49.1
Education	125	3.2	12.0	35.2	49.6
Engineering	150	11.3	15.3	30.7	42.7
Human Ecology	93	8.6	12.9	29.0	49.5
Journalism	92	6.5	17.4	20.7	55.4
Life Sciences	44	13.6	34.1	20.5	31.8
Physical Education, Recreation, and Health	39	28.2	17.9	17.9	35.9
Undergraduate Studies	84	11.9	20.2	34.5	33.3
All Colleges	1,307	11.6	18.8	28.5	41.1

Table 60

Respondents' Rating of the Value of Summer Employment as Preparation for Their Present Work

College	N	Percent			
		Very Little Value	Some Value	Considerable Value	Very Great Value
Agriculture	34	14.7%	23.5%	35.3%	26.5%
Architecture	10	20.0	20.0	40.0	20.0
Arts and Humanities	136	22.8	28.7	19.9	28.7
Behavioral and Social Sciences	260	20.4	20.4	28.5	30.8
Business and Management	286	14.7	20.6	31.8	32.9
Computer, Mathematical, and Physical Sciences	80	13.7	18.8	23.8	43.8
Education	84	33.3	11.9	27.4	27.4
Engineering	209	12.0	18.7	29.2	40.2
Human Ecology	91	14.3	17.6	28.6	39.6
Journalism	72	15.3	33.3	22.2	29.2
Life Sciences	63	12.7	17.5	33.3	36.5
Physical Education, Recreation, and Health	37	27.0	21.6	21.6	29.7
Undergraduate Studies	93	16.1	18.3	26.9	38.7
All Colleges	1,455	17.5	20.7	28.0	33.9

Table 61

Percentage of Respondents Who Responded Positively[a] to Selected Questionnaire Items, by College

	College													
	Agriculture		Architecture		Arts and Humanities		Behavioral and Social Sciences		Business and Management		Computer, Math., & Physical Sciences		Education	
	N[b]	%	N	%	N	%	N	%	N	%	N	%	N	%
Item 41	53	90.6%	16	93.8%	263	85.5%	412	87.3%	447	85.4%	127	78.7%	150	78.6%
Item 42	53	71.7	16	81.3	263	79.4	411	83.0	447	90.0	131	89.3	150	78.0
Item 43	53	90.6	16	81.3	263	95.9	411	87.1	448	92.2	131	80.9	151	82.1
Item 44	53	69.8	16	81.2	262	77.1	412	77.4	447	67.8	130	67.0	151	70.9
Item 52	51	60.8	15	86.6	238	59.3	379	53.9	438	75.1	128	76.6	143	65.8
Item 53	51	66.7	15	66.7	238	63.0	386	62.7	439	64.3	129	70.2	141	61.7
Item 54	47	63.8	14	78.6	232	60.0	354	59.2	409	64.6	120	82.5	134	71.6
Item 55	49	61.3	15	80.0	224	63.4	352	58.8	408	65.5	121	81.8	131	69.5
Item 56	50	72.0	14	85.7	234	69.2	372	69.9	428	74.5	125	83.2	140	77.9
Item 57	26	57.7	6	33.4	139	49.1	242	65.7	212	64.6	55	74.6	125	84.8
Item 58	34	61.8	10	60.0	136	48.6	260	59.3	286	64.7	80	67.6	84	54.8

Note. Item 41 stated "Different intellectual points of view were encouraged."
Item 42 stated "I would advise a friend with similar interests to study in the department."
Item 43 stated "Faculty members prepared carefully for their courses."
Item 44 stated "The department was a stimulating and exciting place for students to study."
Items 52 to 58 asked respondents to indicate how valuable or useful the following aspects of their undergraduate experiences were as preparation for their present work:
Item 52 "Required courses in department."
Item 53 "Elective courses in department."
Item 54 "Department's standards of excellence for work in the field."
Item 55 "Technical skills learned in course work or independent study."
Item 56 "Knowledge gained in course work or independent study."
Item 57 "Internship or cooperative education."
Item 58 "Summer employment."

[a]For Items 41 to 44, a positive response was defined as a response of "agree with reservations" or "agree strongly." For Items 52 to 58, a positive response was defined as a response of "considerable value" or "very great value."

[b]Total number of respondents to item.

Table 61 (cont'd)

Percentage of Respondents Who Responded Positively[a] to Selected Questionnaire Items, by College

	College													
	Engineering		Human Ecology		Journalism		Life Sciences		Physical Education, Recr., & Health		Undergraduate Studies		All Colleges	
	N[b]	%	N	%	N	%	N	%	N	%	N	%	N	%
Item 41	306	81.7%	124	81.4%	101	81.2%	107	87.9%	46	82.6%	141	85.1%	2,293	84.3%
Item 42	314	89.2	124	70.1	101	78.3	109	77.0	46	80.4	141	73.8	2,306	82.7
Item 43	317	79.9	124	83.9	100	83.0	109	85.4	46	82.6	138	81.2	2,307	83.5
Item 44	313	71.9	124	70.2	101	70.2	109	69.7	46	74.0	136	73.5	2,300	72.5
Item 52	311	73.0	120	65.0	94	65.9	107	76.3	44	59.1	121	57.8	2,189	66.5
Item 53	309	70.2	121	65.3	94	57.4	107	60.7	44	70.2	124	63.7	2,198	64.6
Item 54	294	70.7	115	67.8	90	70.0	98	69.4	42	73.8	115	58.3	2,064	66.2
Item 55	302	73.9	114	67.5	91	69.3	100	61.0	43	51.2	115	61.8	2,065	65.9
Item 56	299	77.6	117	82.9	94	76.6	102	78.5	43	60.2	122	77.8	2,140	74.9
Item 57	150	73.4	93	78.5	92	76.1	44	52.3	39	53.8	84	67.8	1,307	69.6
Item 58	209	69.4	91	68.2	72	51.4	63	69.8	37	51.3	93	65.6	1,455	61.9

Note. Item 41 stated "Different intellectual points of view were encouraged."
Item 42 stated "I would advise a friend with similar interests to study in the department."
Item 43 stated "Faculty members prepared carefully for their courses."
Item 44 stated "The department was a stimulating and exciting place for students to study."
Items 52 to 58 asked respondents to indicate how valuable or useful the following aspects of their undergraduate experiences were as preparation for their present work:
Item 52 "Required courses in department."
Item 53 "Elective courses in department."
Item 54 "Department's standards of excellence for work in the field."
Item 55 "Technical skills learned in course work or independent study."
Item 56 "Knowledge gained in course work or independent study."
Item 57 "Internship or cooperative education."
Item 58 "Summer employment."

[a]For Items 41 to 44, a positive response was defined as a response of "agree with reservations" or "agree strongly." For Items 52 to 58, a positive response was defined as a response of "considerable value" or "very great value."

[b]Total number of respondents to item.

APPENDIXES

Questionnaire for Recent Alumni

Please circle the number next to the most appropriate response. Once completed, return the questionnaire to us in the envelope provided. Thank you!

1. Did you receive a bachelor's degree from our institution between August 1986 and July 1987?

1 – Yes
2 – No – *If no, you do not have to complete the remainder of this survey. Please return the questionnaire to us in the envelope provided. Thank you.*

2. Did you transfer to our institution from another college or campus?

1 – Yes, from a Maryland community/junior college
2 – Yes, from a campus of the University of Maryland
3 – Yes, from another Maryland public college or university
4 – Yes, from a Maryland private college or university
5 – Yes, from an out-of-state community/junior college
6 – Yes, from an out-of-state four-year college or university
7 – No

3. How long did you attend our institution?

1 – One term
2 – One year
3 – Two years
4 – Three years
5 – Four years
6 – Five years
7 – Six years
8 – More than six years

4. Please indicate whether or not you received each of the following types of financial aid while you were enrolled at our institution.

	Yes	No	Uncertain
A. Pell Grant	1	2	3
B. Supplemental Education Opportunity Grant (SEOG)	1	2	3
C. Maryland Distinguished Scholar Award	1	2	3
D. Other State Scholarship or Grant	1	2	3
E. College Scholarship or Grant	1	2	3
F. Private Scholarship or Grant	1	2	3
G. Federal Guaranteed Student Loan/ Guaranteed Parental Loan Program	1	2	3
H. National Direct Student Loan	1	2	3
I. State Loan	1	2	3
J. College Loan	1	2	3
K. College Work Study	1	2	3
L. V.A. Benefits	1	2	3
M. Tuition assistance program from employer	1	2	3
N. Other Source of Financial Aid (specify) _____	1	2	3

5. Please give your best estimate of the total amount of financial aid you received from scholarships, grants, and V.A. benefits during your undergraduate career.

1 – None
2 – $1 to $999
3 – $1,000 to $1,999
4 – $2,000 to $2,999
5 – $3,000 to $3,999
6 – $4,000 to $4,999
7 – $5,000 to $5,999
8 – $6,000 to $6,999
9 – $7,000 to $7,999
10 – $8,000 to $11,999
11 – $12,000 to $14,999
12 – $15,000 or more

6. How much did you personally owe on loans obtained to finance your education at the time you graduated from our institution?

1 – None
2 – $1 to $1,499
3 – $1,500 to $2,999
4 – $3,000 to $4,499
5 – $4,500 to $5,999
6 – $6,000 to $7,499
7 – $7,500 to $8,999
8 – $9,000 to $10,499
9 – $10,500 to $13,499
10 – $13,500 or more

7. Would you have been financially able to complete your degree without the financial aid you received?

1 – Yes, without major financial hardship to me and/or my family
2 – Yes, with major financial hardship to me and/or my family
3 – No
4 – I did not receive any type of financial aid

8. If you plan to continue your education, what is the highest degree you **ultimately** plan to earn?

1 – Master's degree
2 – Graduate Certificate
3 – Professional degree (e.g., medicine, law, theology)
4 – Doctoral degree (e.g., Ph.D., Ed.D.)
5 – I do not plan to complete a higher degree at this time

9. Since completing your program at our institution, have you ever enrolled in school again?

1 – Yes
2 – No – **If you have not enrolled in school again, go to question 14.**

10. What kind of school did you first enroll in after you completed your program at our institution?

1 – A community/junior college
2 – Other college or university/graduate or professional school
3 – A vocational/technical school, hospital school of nursing, trade school, or business school

11. a. What certificate or degree were you seeking at the school referred to in question 10?

1 – Certificate (undergraduate)
2 – Associate degree
3 – Bachelor's degree
4 – Master's degree
5 – Certificate (graduate)
6 – Professional degree (medicine)
7 – Professional degree (law)
8 – Professional degree (other)
9 – Doctoral degree
10 – I was not seeking a degree or certificate

b. At what school were you seeking this degree? _____

12. a. What is your intended major area of study at the school referred to in question 10? _____

b. How is this major related to the major you completed at our institution?

1 – Same major
2 – Different but related major
3 – Different major

13. How well did our institution prepare you for graduate or professional study?

1 – Excellent preparation
2 – Good preparation
3 – Adequate preparation
4 – Inadequate preparation
5 – I have not enrolled for graduate or professional study

14. Are you **currently** employed?

1 – Yes, full-time
2 – Yes, part-time
3 – No, but I am seeking employment
4 – No, and I am not seeking employment

If you are not currently employed, go to question 22

*The following questions are about your **primary** job*

15. Where is your place of employment?

1 – Maryland
2 – District of Columbia
3 – Northern Virginia suburbs of D.C.
4 – Neighboring State (DE, NJ, PA, WVA, elsewhere in VA)
5 – Other (specify) _____

16. In what type of organization are you **currently** employed?

1 – Federal Government Agency
2 – State Government Agency
3 – Public School System
4 – Other Municipal/Local Government Agency
5 – Private School
6 – Non-profit Organization (including health-related facilities)
7 – Private Business or Company
8 – Self or Family Owned Business/Self-employed
9 – Other (specify) _____

17. a. What is your current job title?

_____

b. Look at the following list and circle the category that best describes your **current** occupation. **Circle only one.**

1 – Armed Forces
2 – Manager/Executive/Proprietor (including farm)
3 – Administrative Assistant
4 – Sales Agent/Representative
5 – Accountant/Financial Analyst/Banker/Broker/Claims Adjuster
6 – Buyer/Purchasing Agent
7 – Computer Programmer/Analyst
8 – Teacher
9 – Educational Administrator/Counselor/Librarian
10 – Engineer/Architect
11 – Engineering or Science Technician
12 – Health Professional
13 – Health Technician
14 – Legal Paraprofessional/Law Enforcement Officer
15 – Personnel/Labor Relations Specialist
16 – Recreation Worker
17 – Scientist (social, life, mathematical, physical)/Statistician/Scientific Researcher or Analyst
18 – Social Worker
19 – Writer/Journalist/Public Info. Specialist
20 – Artist/Entertainer/Photographer/Athlete
21 – Other Professional (if not included above)
22 – Secretary/Clerical Occupation
23 – Skilled Craftsworker
24 – Service Worker/Sales Clerk/Laborer/Unskilled Worker/Machine Operator/Driver

c. What is the name of the firm or organization for which you work?

_____

18. Which one of the following was most instrumental to you in finding your **current** job?

1 – College placement/Career Development Office
2 – A faculty member at college
3 – Civil Service application
4 – Employment agency
5 – Newspaper advertisement
6 – Direct application to employer
7 – Friends
8 – Relatives
9 – Work-related contacts
10 – Other (specify) _____

19. What is your **annual** salary or wage in your **current** job?

1 – Less than $3,000
2 – $3,000 to $5,999
3 – $6,000 to $8,999
4 – $9,000 to $11,999
5 – $12,000 to $14,999
6 – $15,000 to $17,999
7 – $18,000 to $20,999
8 – $21,000 to $23,999
9 – $24,000 to $26,999
10 – $27,000 to $29,999
11 – $30,000 to $34,999
12 – $35,000 to $39,999
13 – $40,000 or more

20. How well did our institution prepare you for your **current** job?

1 – Excellent preparation
2 – Good preparation
3 – Adequate preparation
4 – Inadequate preparation
5 – Uncertain

21. To what extent is your **current** job related to your major or area of study at our institution?

1 – Directly related
2 – Somewhat related
3 – Not related

22. Are you certified to teach?

1 – Yes
2 – No, but I qualify for certification
3 – No

If you are not certified to teach, go to question 25

23. Please indicate the area(s) in which you are certified to teach. **Circle all that apply.**

1 – Mathematics
2 – Biological or Physical Sciences
3 – Social Sciences
4 – Elementary Education
5 – Special Education
6 – English
7 – Foreign Languages
8 – Early Childhood Education
9 – Other area (specify) _____

24. If you are not working as a teacher, which of the following reasons apply to you? **Circle all that apply.**

1 – I chose not to enter the job market
2 – I could not find a job as a teacher
3 – I found a higher paying job
4 – I found a job with better career potential
5 – The working conditions of a teacher are not attractive
6 – There is not enough prestige attached to teaching
7 – Discipline problems discouraged me
8 – I was never interested in teaching
9 – Student teaching discouraged me from wanting to teach
10 – Other (specify) _____

25. If you were to do it over, would you attend our institution again?

1 – Yes
2 – I am not sure
3 – No

26. If you were to do it over, would you major in the same field you did?

1 – Yes
2 – I am not sure
3 – No

27. Were you a legal resident of the State of Maryland when you first enrolled in our institution?

1 – Yes
2 – No

28. Where do you currently live?

1 – Maryland
2 – District of Columbia
3 – Northern Virginia suburbs of D.C.
4 – Neighboring State (DE, NJ, PA, WVA, elsewhere in VA)
5 – Other (specify) _____

29. If you currently live in Maryland, in what region of the State do you live?

1 – Balto. Metro Area
2 – Eastern Shore
3 – Southern Maryland
4 – Washington Suburb
5 – Western Maryland

30. What is your sex?

1 – Female
2 – Male

31. What is your racial/ethnic identification?

1 – American Indian
2 – Asian
3 – Black
4 – Hispanic
5 – White
6 – Other (specify) _____

32. How old are you? _____

To what extent do you agree with the following statements about the College Park Campus. (Circle **one** number for each item.)

Agree strongly (1) / Agree with reservations (2) / Disagree with reservations (3) / Disagree strongly (4)

33. Opportunities to pursue special interests in your field of study were provided. 1 2 3 4
34. Subject matter offered represented the current state of knowledge. 1 2 3 4

Please rate your satisfaction with the following instructional resources. (Circle **one** number for each item.)

Excellent (1) / Good (2) / Fair (3) / Poor (4)

35. Library. 1 2 3 4
36. Computing facilities. 1 2 3 4
37. Classroom and laboratory space. 1 2 3 4
38. Laboratory equipment. 1 2 3 4
39. Media production facilities. 1 2 3 4
40. Theater/performance halls. 1 2 3 4

To what extent do you agree with the following statements about the major department in which you did your undergraduate study? Please give your opinion based on your best recollection of your undergraduate experiences. (Circle **one** number for each item.)

Agree strongly (1) / Agree with reservations (2) / Disagree with reservations (3) / Disagree strongly (4)

41. Different intellectual points of view were encouraged. 1 2 3 4
42. I would advise a friend with similar interests to study in the department. 1 2 3 4
43. Faculty members prepared carefully for their courses. 1 2 3 4
44. The department was a stimulating and exciting place for students to study. 1 2 3 4

Please rate your overall experience at College Park in the following areas. (Circle **one** number for each item.)

Excellent (1) / Good (2) / Fair (3) / Poor (4)

45. Opportunity to participate in campus activities (e.g., special events, student organizations, fraternities/sororities, honorary societies). 1 2 3 4
46. Opportunity to develop computer skills. 1 2 3 4
47. Registration process. 1 2 3 4
48. Campus-based career counseling. 1 2 3 4
49. Educational value of campus-wide course requirements. 1 2 3 4
50. Academic advising. 1 2 3 4
51. Support services (e.g., tutoring, health services, recreation). 1 2 3 4

Consider your present position and indicate how valuable or useful the following aspects of your undergraduate experiences were as preparation for your present work. If a particular experience is not applicable to you, omit the item.

Very great value (1) / Considerable (2) / Some value (3) / Very little value (4)

52. Required courses in department. 1 2 3 4
53. Elective courses in department. 1 2 3 4
54. Department's standards of excellence for work in the field. 1 2 3 4
55. Technical skills learned in course work or independent study. 1 2 3 4
56. Knowledge gained in course work or independent study. 1 2 3 4
57. Internship or cooperative education. 1 2 3 4
58. Summer employment. 1 2 3 4

Please use the space below for any comments you have about UMCP, this questionnaire, or anything else you care to share with us. Again, thank you for your cooperation.

UMCP

Appendix B

THE UNIVERSITY OF MARYLAND

COLLEGE PARK CAMPUS

Office of the Chancellor

Dear College Park Graduate:

I write to ask you to participate in a survey of recent graduates from the University of Maryland College Park. Each year the Maryland State Board for Higher Education asks universities and colleges throughout the State to send the enclosed questionnaire to all recent graduates.

One of the main purposes of this questionnaire is to obtain your candid evaluation of your educational experience at the University of Maryland College Park. We want to know how we can strengthen and improve that experience for current and future students. We also are interested in your experiences following graduation.

Please be assured that your identity will be held in the strictest confidence. We process the responses we receive and release the information in summary form only. For campus use only, we have identified you by social security number so that we can correlate your responses with other university data (such as major field of study) to help us use the information as completely as possible.

I hope you will take the time to fill out and return this questionnaire. You will be performing a very valuable service to the University and the State.

Sincerely,

John B. Slaughter
Chancellor

JBS:bhd
Enclosure

Main Administration Building
College Park, Maryland 20742 (301) 454-4796

Reference

Office of Institutional Studies. (1988). Analysis of the Survey of 1985-86 Bachelor's Degree Recipients. College Park, MD: University of Maryland at College Park, Office of Institutional Studies.